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ABSTRACT

This workbook is designed to assist teenagers and adults in learning the Koyukon language, and is intended as a classroom supplement. Users are encouraged to use the language with native speakers. The text consists of 36 lessons on grammar, conversation, and language patterns: exclamations; a beginning conversation; single words that form a sentence; Koyukon dialects; weather; verbs of position; past and perfective tenses; noun possession; body parts; possessing animal body parts; kin terms; human plurals; numbers and counting; the verb "to eat"; cooking verbs; yes-no questions; human demonstratives; verbs of crying out; direct object prefixes; watching movies; drinking verbs; the verb "to work"; the verbs "to make"; the verb "to be happy"; verbs of motion; future tense; the inceptive tense; and the optative tense. Vocabulary lists, dictation, translation, and other exercises, and illustrations are included in each lesson. Two crossword puzzles are appended. (MSE)

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Koyukon
Language Curriculum
Student Workbook

Chad Thompson

Melissa Axelrod

Eliza Jones

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KOYUKON LANGUAGE CURRICULUM

STUDENT WORKBOOK

Chad Thompson
Melissa Axelrod
Eliza Jones

of the
Alaska Native Language Center

Illustrated by:

Cindy Davis

HAN ZAADLITŁ'EE: YUKON KOYUKUK SCHOOL DISTRICT KOYUKON LANGUAGE CURRICULUM

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TO MEMBERS OF OUR REGION'S LEGISLATIVE DELEGATION
AND ESPECIALLY TO
THE HONORABLE JOHN SACKETT
WHOSE WHOLE-HEARTED SUPPORT MADE THIS PROJECT POSSIBLE

THE KOYUKON LANGUAGE
STUDENT WORKBOOK

Introduction

This workbook is meant to be an aid for teenagers and adults in learning the Koyukon language. It is intended as a supplement to classroom lessons, but even more importantly it is intended that anyone wishing to use this workbook should supplement written and classroom activities by actually speaking the language with people who know it. As you learn a little, you should practice your knowledge with Koyukon speakers and try to understand them when they speak. Only by speaking a language can anyone ever hope to learn it properly.

This is the first version of the workbook, and so mistakes undoubtedly occur. Anyone having suggestions for changes or additions is invited to give them to the authors, so that the workbook may be improved in future editions.

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LESSON 1
Exclamations

VOCABULARY

Learn the following vocabulary words:

onee'	'come here'
naa'	'here, take it'
nidaa'	'give me'
baasee'	'thank you'

ALPHABET

You will not be learning the alphabet in one lesson. It will be broken up into groups and learned in pieces. The first letters you will learn are d, t, and t'. The d and t are pronounced much the same way that they are in English. The t' is more difficult to pronounce and your teacher will help you to pronounce it. It is said with a "popping" sound.

d

dineega	'moose'
lido	'he/she is sitting'

t

tina	'trail'
taabeeł	'fishnet'

t'

t'aas	'charcoal'
t'aghał	'cottonwood, poplar'

DICTATION EXERCISE

In the words below, all the letters of each word are included except for one which is either d, t, or t'. Your teacher will read the words and you should fill in the correct letter.

1. ______iyh 'spruce hen'
2. ______iyh 'hill'
3. ______ikinh 'stick'
4. bi_____oh 'under it'
5. _____olił 'broth'
6. ______otson' 'raven'
7. k'i_____on' 'leaves'
8. ho_____ee 'where?'
9. to______ 'waves'

LESSON 2
A Beginning Conversation

Your teacher will teach you the following conversation. Do not look at it in this workbook until you have learned it by memory.

John: Do'eent'aa? 'How are you?'

Mary: Aszoonh. Ninh doo'. 'I am fine. How about you?'

John: See koon aszoonh. 'I am fine too.'

Mary: Gin neenł'aanh? 'What are you looking at?'

John: Łeek nitł-'aanh. Ninh doo'? 'I am looking at the dog. How about you?

Mary: Eenaa' nitł-'aanh. 'I am looking at my mother.'

ALPHABET

The next five letters you will learn are g, k, k', b, and m. The first two sound similar to the English sounds, k' is another one of those consonants said with a popping sound. The sounds b and m are pronounced like they are in English. In the villages of Kaltag and Nulato, they have no b. Where people in other villages say b, they say m.

g

geega	'berries'
boogee	'flour'

k

łeek	'dog'
bikaa'	'its tail'

k'

k'ileek	'song'
k'ik'ila'	'clothes'

b

baaba	'food'
bidziyh	'caribou'
bilo'	'his/her hand'

[m - Lower, corresponds to Central and Upper b

maam	'food'
midziyh	'caribou'
milo'	'his/her hand']

DICTATION EXERCISES

Fill in the missing sound as the teacher reads:

1. _____ iloosga 'cup'
2. _____ ileek 'song'

3. ______eela 'boy'

4. ______its 'mittens'

5. ______ ilbaana 'pocket'

6. tł'o______ 'plate'

7. ______ aasee' 'thank you'

8. ______isakk 'white man'

9. ______itsaan' 'grass'

LESSON 3
abaa-words

In the Koyukon language, complete statements can consist of only one word. Below are some examples:

atsah	'he/she/it is crying'
yineeł'aanh	'he is looking at it'
adzoo	'it is cold, how cold!'
oho'	'yes'
nʉghʉnee	'that one there (away from speaker and hearer)'
kk'ʉdaa	'now!'

This lesson is an introduction to a group of words which can be used alone in a sentence. These words are called abaa-words after the Koyukon word for 'ouch,' abaa.

Your teacher will ask you:

Do'eent'aa?	'How are you?'

You can answer using one of the abaa-words:

Adzoo	'Cold'
Abaa	'Sick, Hurt'
Atłibaa'	'Hot'
Akee	'Dirty, Yucky'

Questions are made by adding the suffix -hee' to the end of a sentence or word. Your teacher will ask you a couple of questions using an abaa-word plus this question suffix, -hee':

Adzoohee'?	'Are you cold? Is it cold?'
Abaahee'?	'Are you sick? Does it hurt?'

You can answer these questions by saying yes or no:

Oho', adzoo.	'Yes, it is cold.'
Nideenh.	'No.'

Sentences can be said by putting a noun before an abaa-word:

Sitłee' abaa.	'My head hurts.'
Silo' akee.	'My hand is dirty.'
Silo' adzoo.	'My hand is cold. My hands are cold.'

The verb meaning 'to be' can be said after an abaa-word:

Abaa asdlaanh.	'I am sick.'
Adzoo asdlaanh.	'I am cold.'
Adzoo hoolaanh.	'It is cold (temperature).'

Your teacher will ask you questions using two word sentences and the suffix -hee':

Adzoo hoolaanee'?	'Is it cold ?'
Atłibaa' hoolaanee'	'Is it hot?'

VOCABULARY

Learn the following vocabulary words:

adzoo	cold
abaa	ouch, hurt, sick
atłibaa'	hot

akee	dirty, yucky
silo'	my hand
nilo'	your hand
sitłee'	my head
nitłee'	your head
asdlaanh	I am
hoolaanh	it is
-hee'	question suffix
do'eent'aa	how are you?
oho'	yes
nideenh	no

ALPHABET

In this lesson you will learn all eight of the vowels. They are: aa, a, ee, i, oo, o, u, and ʉ.

a

ał	'spruce bough'
yah	'house'

aa

abaa	'ouch'
bikaa'	'its tail'
bakkaa'	'his/her/its foot'

ee

łeek	'dog'
keela	'boy'

i

bibit	'his/her/its belly'
dlił	'mountain'

o

so	'sun'
oho'	'yes'

oo

too	'water'
adzoo	'it is cold'

u

tuł	'socks'
ghulaaa'	'I don't know'

ʉ (pronounced and written the same as u in Hughes and Allakaket and Upper Koyukon)

ggʉh	'rabbit'
hʉtł	'sled'

IMPORTANT - The vowels a and i will often be confused. The a is written next to gg, kk, kk', h, ', and the beginning or ending of a word. The vowel i is written next to all the other consonants and not any of the places an a is.

DICTATION EXERCISE

1. ł ___k 'dog'
2. ł ___t 'smoke'
3. b ___ba 'food'
4. s ___ 'sun'

5. d____ts____n' 'raven'

6. y____h 'house'

7. ł____kk'a 'fish'

8. b______la 'soap'

9. h_______ 'grease'

10. l____gg____na 'dried fish'

11. n______ 'island'

12. n____gh____ya 'frog'

EXERCISE

Fill in the blank:

13. Nilo'_________ 'Your hands are cold.'

14. _______hoolaanh. 'It (temperature) is hot.'

15. Silo'______ 'My hands hurt.'

16. Sitłee'________ 'My head is dirty.'

17. Nilo'_________ 'Are your hands dirty?'

Answer the questions:

18. Do'eent'aa?

19. Adzoohee'?

20. Nitłee' abaahee'?

21. Nilo' adzoohee'?

Make up six new questions and/or sentences:

22.

23.

24.

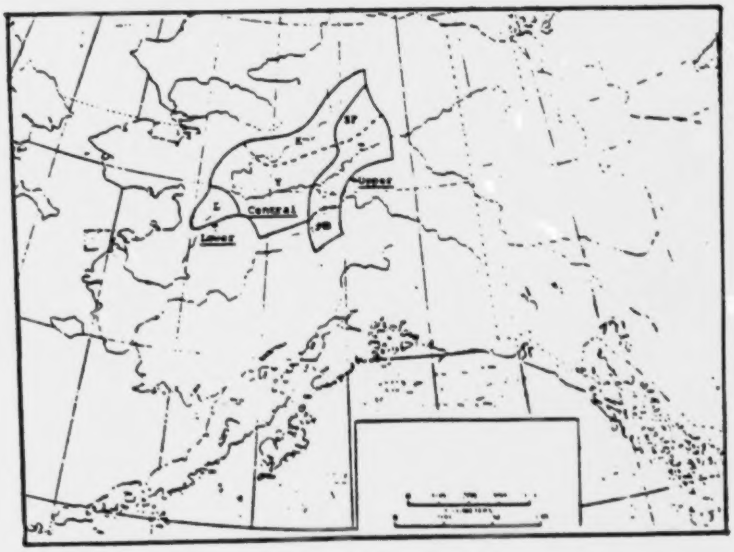
25.

26.

27.

LESSON 4
The Dialects of Koyukon

The Koyukon language is divided into three main dialects: Lower, Central, and Upper. The villages in which these dialects and their subdialects are spoken are shown in the map below and described in the following summary.



Dialects

L Lower Koyukon

Kaltag, Nulato

C Central Koyukon

Y Central Yukon

Koyukuk, Galena, Ruby, Kokrines, Huslia (some), Rampart (some), Tanana (some)

K Central Koyukuk

Huslia (some), Hughes, Allakaket

U Upper Koyukon

T Tanana (some), Rampart (some), Manley Hot Springs, Stevens Village

SF South Fork

MB Minchumina, Bearpaw

The main difference between Lower Koyukon and the other dialects is the use of m for b. This difference is not usually written in this workbook, as Lower Koyukon speakers can simply switch b to m. Central and Upper Koyukon do use m in some words when the next consonant in the word is n. For example, all dialects say 'lake' as minkk'at.

In Upper Koyukon, there are two major differences from the other dialects. The first is the fronting of the consonants k, k', g, and yh to ch, ch', j, and sh. The second major difference between Upp Koyukon and the other dialects is that ʉ, which is present in Lower and most of Central Koyukon, is pronounced and written as u in Upper.

The major spelling differences between the three dialects are summarized in the following chart:

Summary of Koyukon Dialect Differences

	Lower	Central	Upper	
m/b	maam	baaba	baaba	'food'
	midziyh	bidziyh	bidzish	'caribou'
ch/k	keel	keela	cheela	'boy'

	dikinh	dikinh	dichinh	'stick'
ch'/k'	k'ileek	k'ileek	ch'ileech	'song'
	dink'ee	dink'ee	dinch'ee	'four'
j/g	geega	geega	jeeja	'berry'
	gilmaan	gilbaana	jilbaana	'pocket'
sh/yh	oyh	oyh	osh	'snowshoes'
	tiyh	tiyh	tish	'hill'
u/ʉ	ggʉh	ggʉh	gguh*	'rabbit'
	hʉtł	hʉtł	hutł*	'sled'

* also said with a u in Central Koyukuk

DIALECT EXERCISE

Write the words below as they would be said in all three dialects:

	Lower	Central	Upper	
1.	__________	bilo'	__________	'his/her hand'
2.	__________	__________	łeech	'dog'
3.	__________	diniyh	__________	'bearberries'
4.	__________	k'ileek	__________	'song'
5.	mimit	__________	__________	'his/her belly'
6.	k'ik'ila'	__________	__________	'clothes'

ALPHABET

In this lesson you will learn about the glottal stop, which is written '. It is a closing of the glottis (cutting off the air flow). It is like the sound in the middle of the word "uh-uh" in English.

1. A glottal stop at the beginning of a syllable
   a) is not written at the beginning of a word as in oyh 'snowshoe/snowshoes', oos 'name'.

   b) It is written as ' in the middle of a word, as in la'onh 'it (ball) is there', taadla'o 'it is pretty', sa'oya' 'my snowshoes', sa'ooza' 'my name'.

   c) a hyphen separates a stop consonant (most frequently tɨ) and a glottal stop in order to avoid confusion with a glottalized stop. Example: nitɨ-'aanh 'I see it', litɨ-'onh 'I keep it there'.

2. Glottal stop at the end of a syllable
   a) after a vowel: full vowel is shortened as in bito' 'his/her/its father', bitɨee' 'his/her/its head'.

   b) after n: when n is followed by glottal stop (n') it is not completely pronounced. The tongue does not touch the gums behind the teeth, instead the nasal passage is left open in pronouncing the vowel before the n. This results in what linguists call a nasalized vowel before the glottal stop as in kkun' 'wood', nin' land, ground'.

EXERCISE ON GLOTTAL STOP:

Fill in the missing glottal stop. If one of the words doesn't have a glottal stop, leave it blank.

1.	dun_	'blowfly'
2.	la_ona	'rock'
3.	binaan_	'his/her/its face'
4.	ba_ala_	'its spruce bough'
5.	odinh doo_	'what about him'
6.	haba_ooza_	'their name'

7.	gits_aa	'it is not a mitten'
8.	bilo_	'his/her/its mouth'
9	bilo_	'his/her/its hand'

You will also learn the sounds n, nh, n' in this lesson. The sounds nh and n' only are found at the end of a word. The sound n, on the other hand, can occur anywhere in a word.

n

nin'	'earth, land'
dinaa	'man, person'

nh

tinh	'ice'
dzaanh	'day'

n'

dotson'	'raven'
k'agheehon'	'he ate'

DICTATION EXERCISE

Fill in the missing letters:

7. ti_____a 'trail'
8. la'o______ 'rock'
9. la'o_____ 'it is sitting there'
10. kku_______ 'firewood'
11. ni _______ 'you'
12. saa _______ 'summer'
13. k'itsaa____ 'grass'
14. tł'i ______ 'bone'
15. sa_____oya 'my snowshoes'
16. odinh doo______ 'how about him?'

Nʉgh saaya' nidaa'.	'Give me that knife.'

and so on

VOCABULARY

kiloosga	cup
too	water
tł'ok	plate
tsaaya	tea
saaya'	knife
tł'ooł	rope
dikinh	stick, wood
go eesee	this is, here it is
gin eey	what is
gin gonee	what is this
gin eeydee	what is that
eesee	that is
gin nʉghʉnee	what is that
nʉgh ees	that is

ALPHABET

In this lesson you will learn the l-like sounds in Koyukon: dl, tł, tł', ł, and l.

dl

dlot	'floating moss'
lidlo	'they (things) are there'

tł

tłaa	'rock'

tłaatłeeł	'axe'
tł'	
tł'ok	'plate'
tł'inh	'bone'
l	
lido	'he/she is sitting'
keela	'boy'
ł	
łeek	'dog'
ał	'spruce'

DICTATION EXERCISE:

Write the missing letters:

1. nonaa____dloda 'Indian ice cream'
2. ______eeyagga hʉt'aana 'Indian, native'
3. _____ aa_____ee ______ 'axe'
4. bi______eedaa 'stove'
5. nik'i_____ukk 'he/she is laughing'
6. k'i_____eek 'song'
7. si_____eega' 'my dog'
8. to_____i _____ 'broth'
9. _____it 'smoke'

EXERCISE

Translate the following into Koyukon:

10. How are you?

11. This (by me) is a cup.

12. Give me that knife.

13. Your hand is dirty.

Translate the following into English:

14. Atłibaa' hoolaanee'?

15. Sitłee' abaa.

16. Nugh ees tł'ok.

17. Gin eeydee?

18. Do'eent'aa?

Matching: Match the correct English translation with the Koyukon word.

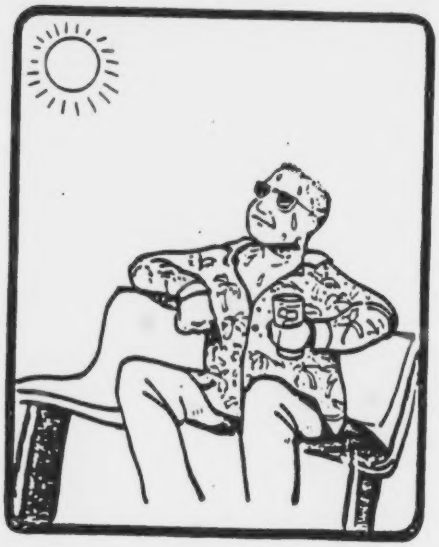
20.	dikinh	A)	water
21.	kiloosga	B)	your hand
22.	tł'ok	C)	knife
23.	too	D)	cup
24.	tsaaya	E)	plate
25.	saaya	F)	my hand
26.	silo'	G)	rope
27.	nitłee'	H)	tea
28.	tł'ooł	I)	stick
29.	nilo'	J)	your head

LESSON 6
Weather

Your teacher will ask you the following questions:

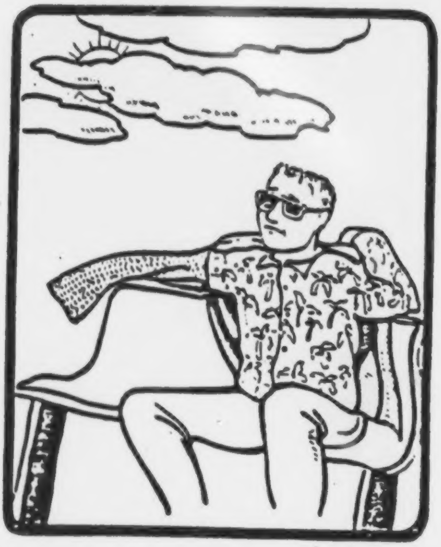
Dohoot'aa?	'What is it (weather) like?'
Dohoogheet'aa?	'What was it (weather) like?'

You will answer using the weather verbs. While the English language uses a whole sentence to describe the weather (e.g., "It is raining"), the Koyukon language often uses a one or two word sentence without the subject "it."



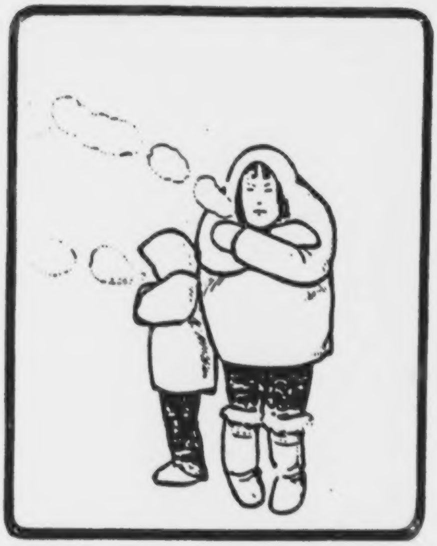
Dohoot'aa?

Atłibaa' hoolaanh.



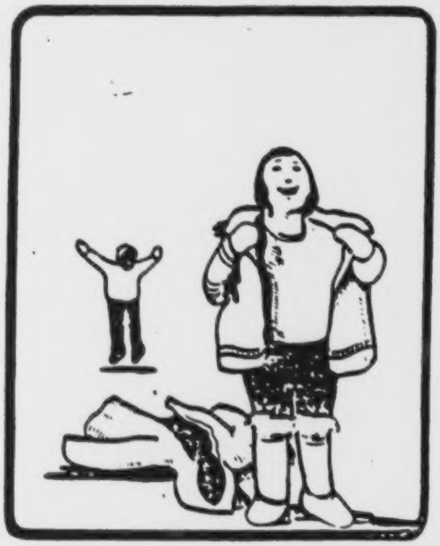
Dohoogheet'aa'?

Atłibaa' hoogheelaa'.



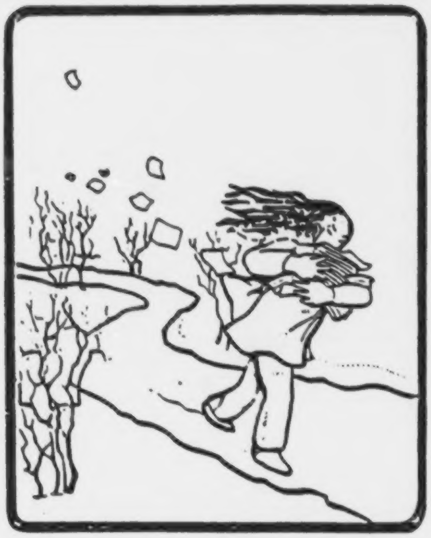
Dohoot'aa?

Adzoo hoolaanh.



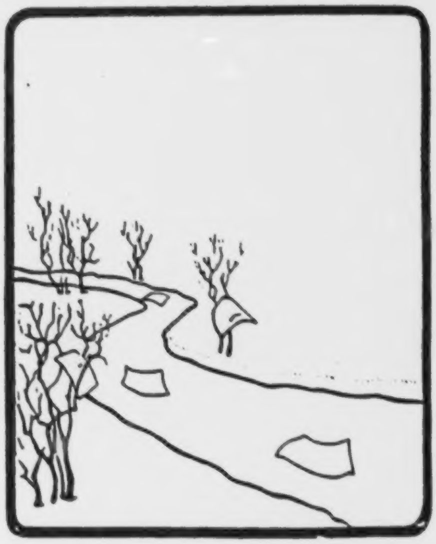
Dohoogheet'aa'?

Adzoo hoogheelaa'.



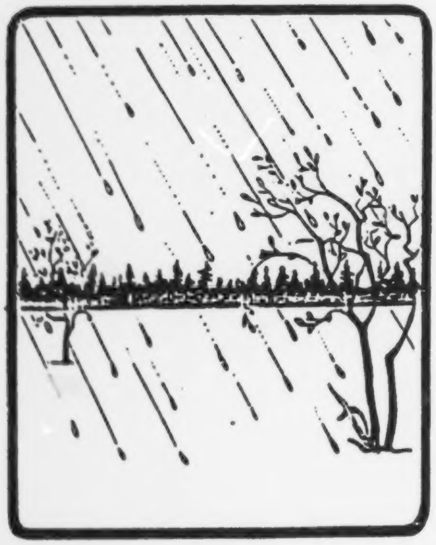
Dohoot'aa?

Hadeets'iyh.



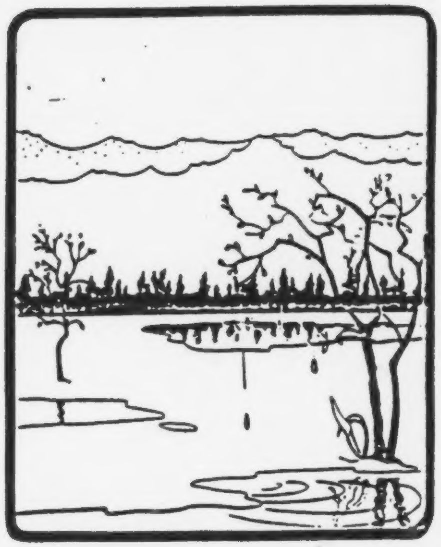
Dohoogheet'aa'?

Hadeegheets'eeyh.



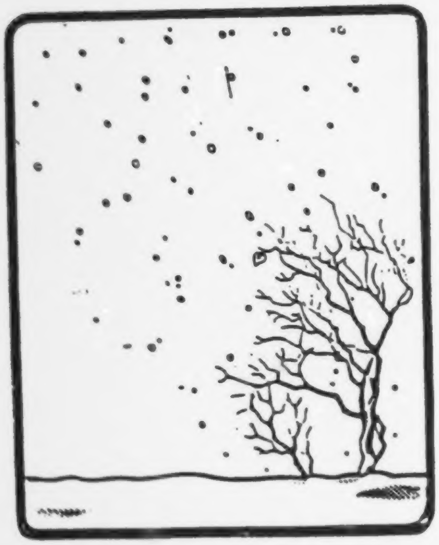
Dohoot'aa?

Aɫkonh.



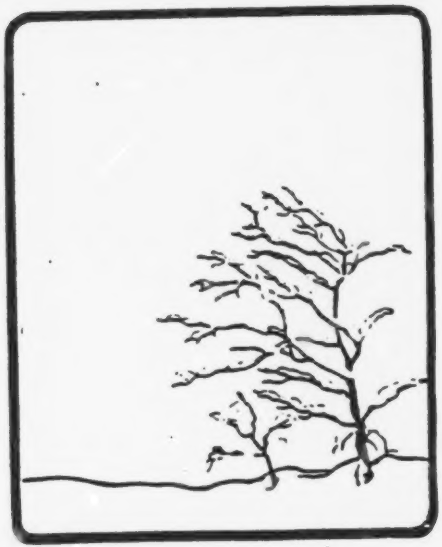
Dohoogheet'aa'?

Gheeɫkon'.



Dohoot'aa?

Aɫyoɫ.



Dohoogheet'aa'?

Gheeɫyotɫ.

VOCABULARY

kk'odona	yesterday
doogh dzaana	today
tłeeteey	outdoors
dohoot'aa	what is it (weather) like
dohoogheet'aa'	what was it (weather) like
ałyoł	it is snowing
gheełyotł	it was snowing
ałkonh	it is raining
gheełkon'	it was raining
hʉdeezoonh	it is nice out
hʉdeegheezoo'	it was nice out
hadeets'iyh	it is windy
hadeegheets'eeyh	it was windy
adzoo hoolaanh	it is cold
adzoo hoogheelaa'	it was cold
atłibaa' hoolaanh	it is hot
atłibaa' hoogheelaa'	it was hot

ALPHABET

The five sounds you will learn in this lesson are: dz, ts, ts', s, and z:

dz

adzoo	'it is cold'
dzaanh	'day'

s

so	'sun'
saasee	'clock'

ts

tseetł	'snow'
dotson'	'raven'

ts'

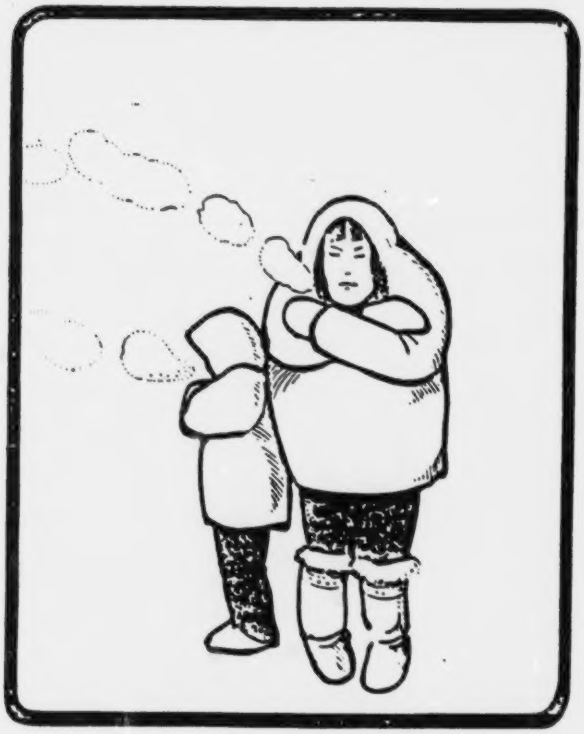
ts'ah	'hat'
ts'ibaa	'spruce tree'

z

boza	'his/her nephew'
taasiza	'broad whitefish'

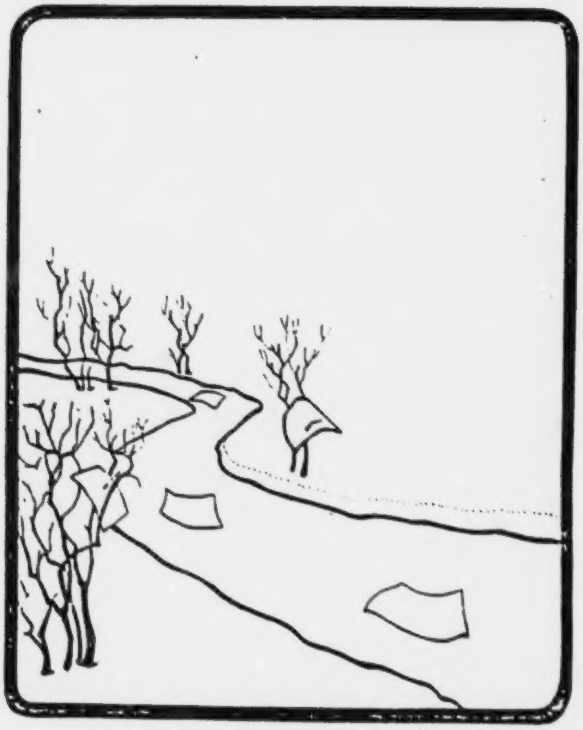
EXERCISE

Write the word which describes the weather in each picture. Below each word, write the question which it would answer: Dohoot'aa? 'What is it like?' (present tense) or Dohoogheet'aa'? 'What was it like?' (past tense).



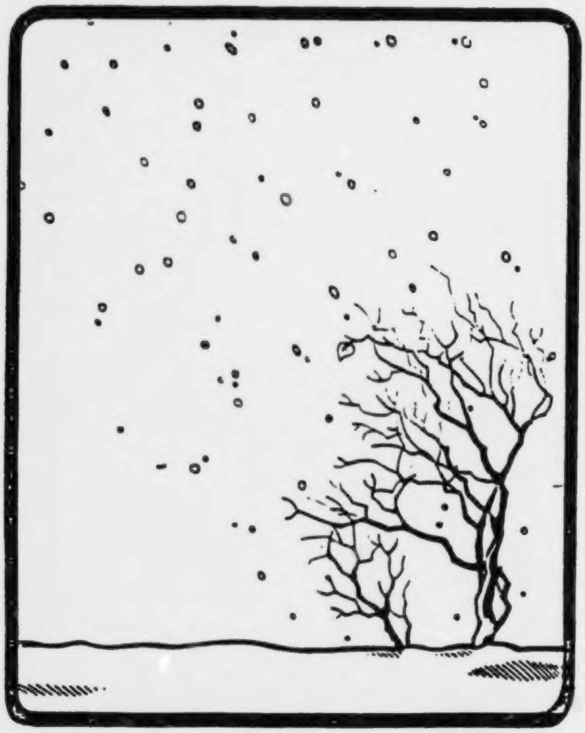
1.____________________________

2.____________________________?



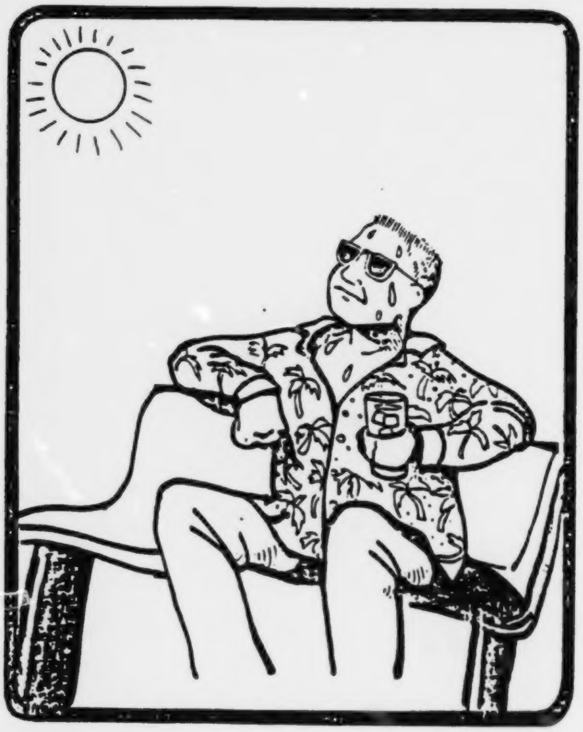
3.____________________________

4.____________________________?



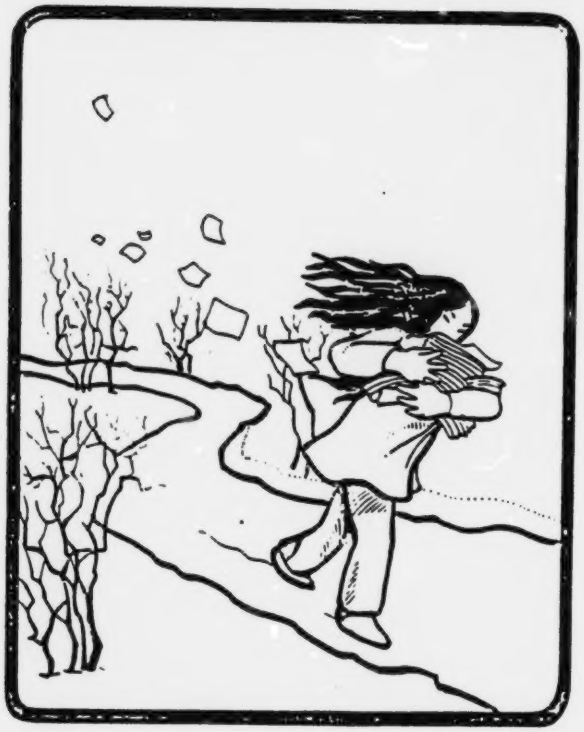
5. ______________________________

6. ______________________________?



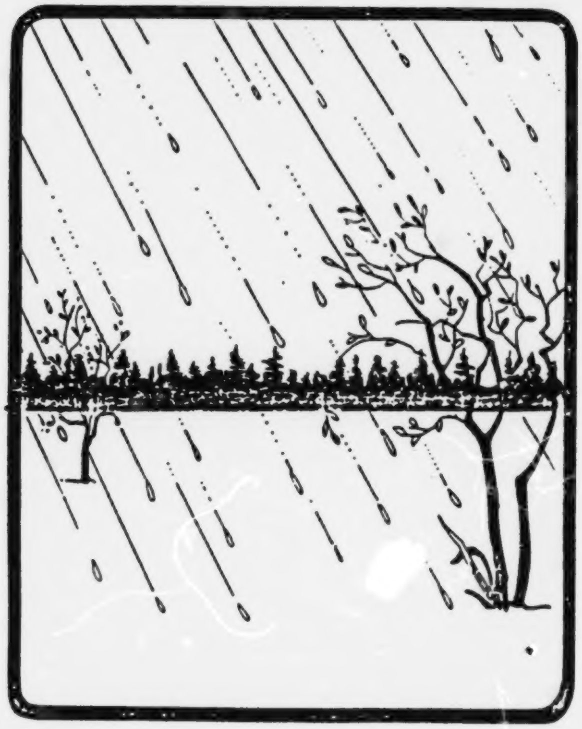
7. ______________________________

8. ______________________________?



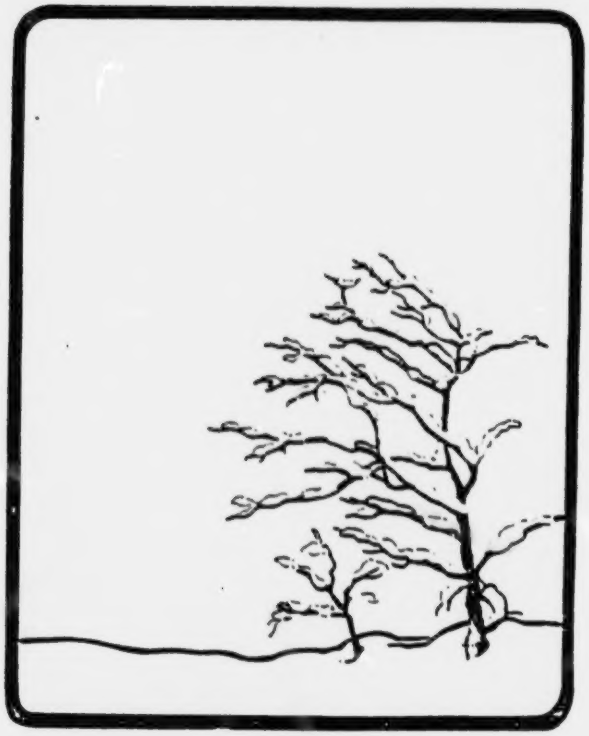
9. ______________________________

10. ______________________________?



11. ______________________________

12. ______________________________?

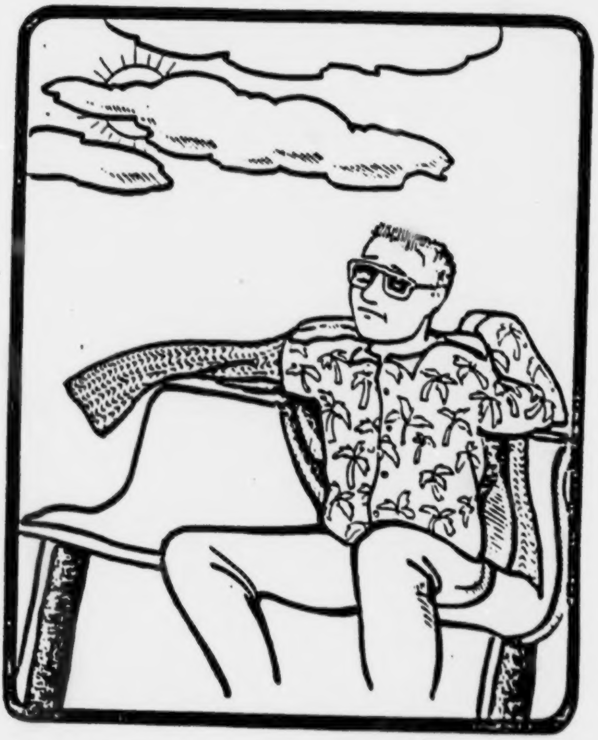


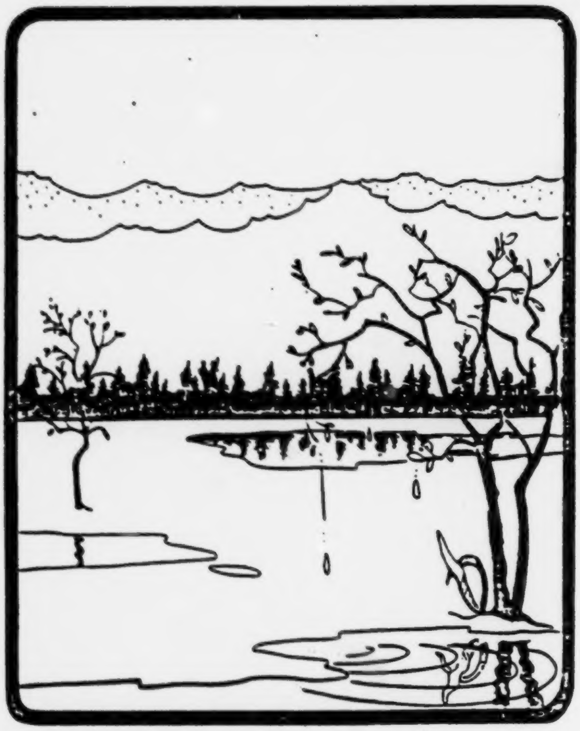
13. ______________________________

14. ______________________________?

15. ______________________

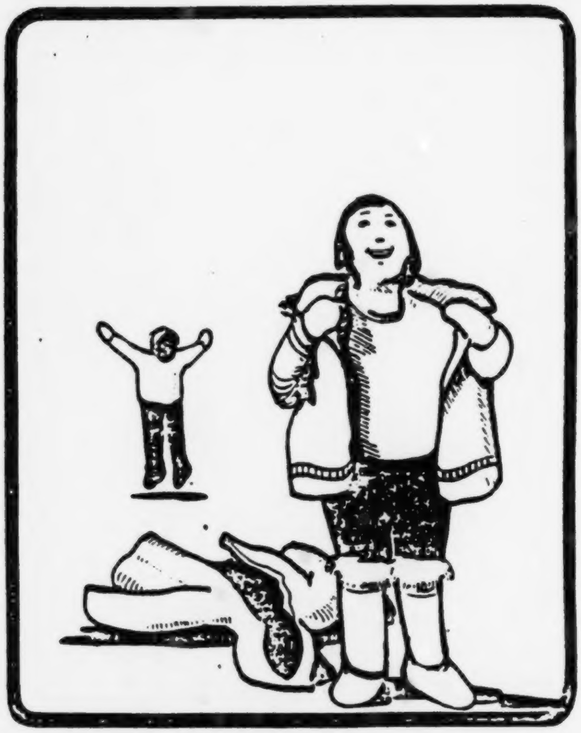
16. ______________________?





17. ______________________________

18. ______________________________?



19. ______________________________

20. ______________________________?

DICTATION EXERCISE

Fill in the missing letters:

21. ditłik_____a 'everybody, everything'

22. _____o 'sun'

23. k'i_____i _____ 'he/she is drinking'

24. _____aanh 'day'

25. _____aanh 'summer'

26. k'i_____is 'dance'

27. duh_____ił 'cache'

28. k'i_____aan' 'grass'

29. _____aah 'gum'

EXERCISE

Change the following sentences to the past (perfective) tense, as in the following example:

Doogh dzaanh ałkonh. Kk'odon gheełkon'.

30. Doogh dzaanh hʉdeezoonh. Kk'odon

31. Doogh dzaanh ałyoł. Kk'odon

32. Doogh dzaanh hadeets'iyh Kk'odon

33. Doogh dzaanh atłibaa' hoolaanh. Kk'odon

34. Doogh dzaanh adzoo hoolaanh. Kk'odon

Translate the following sentences:

35. Adzoo hoolaanh.

36. Adzoo asdlaanh.

37. Nʉgh ees tł'ooł.

38. Nʉgh dikinh nidaa'.

39. Go eesee tsaaya.

40. Silo' abaa.

41. Onee'

42. Nitłee' abaa.

43. Gin eeydee?

LESSON 7
Verbs of Position

VOCABULARY

leehaanh	you are standing, stand up
leedo	you are sitting, sit down
leetaanh	you are lying down, lie down
lisaanh	I am standing
lisdo	I am sitting
listaanh	I am lying down
lʉhhaanh	you two are standing, stand up
lʉhdo	you two are sitting, sit down
lʉhtaanh	you two are lying down, lie down
ts'ilhaanh	we two are standing
ts'ildo	we two are sitting
ts'iltaanh	we two are lying down

Notice that the words meaning 'you are sitting (standing, lying down...)' are also used to tell or ask some one to do something (sit down, lie down, stand up...).

ALPHABET

The last letters you will learn are said with the back of your tongue against the back of your throat: gg, kk, kk', gh, and h:

gg

ggaagga	'animal'
gganaa'a	'friend'

kk

bakkaa'	'his/her/its foot'
tokkaa'a	'red-necked grebe'

kk'

kk'o'	'arrow, gun'
łookk'a	'fish'

gh

ghahoł	'he/she is walking'
baghʉdla'	'his/her sled'

h (Note here the two different sounds of h)

Voiceless gamma	ggʉh	'rabbit'
	haa	'grease'
Like English h	lahaanh	'he/she is standing'
	haa'	'listen'

DICTATION EXERCISE

Fill in the missing sounds as the teacher reads:

1. ______ astł 'cane'
2. ______ aa ______ ina 'boots'
3. ______ ʉdaa 'now'
4. ba ______ un' 'her husband'
5. to ______ ee 'three'
6. din ______ ee 'four'

7. ba______ʉdla' 'his/her sled'

8. ______ot 'slowly'

9. k'a______onh 'he/she is eating'

10. ______aał 'king salmon'

EXERCISE

Try to translate the following without looking at your vocabulary list:

11. You two are lying down.

12. It is cold.

13. Lisaanh.

14. Sitłee' abaa.

15. Sit down!

16. Adzoohee'?

17. We two are lying down.

18. Go eesee kiloosga.

19. Gin nʉghʉnee?

20. Leedo.

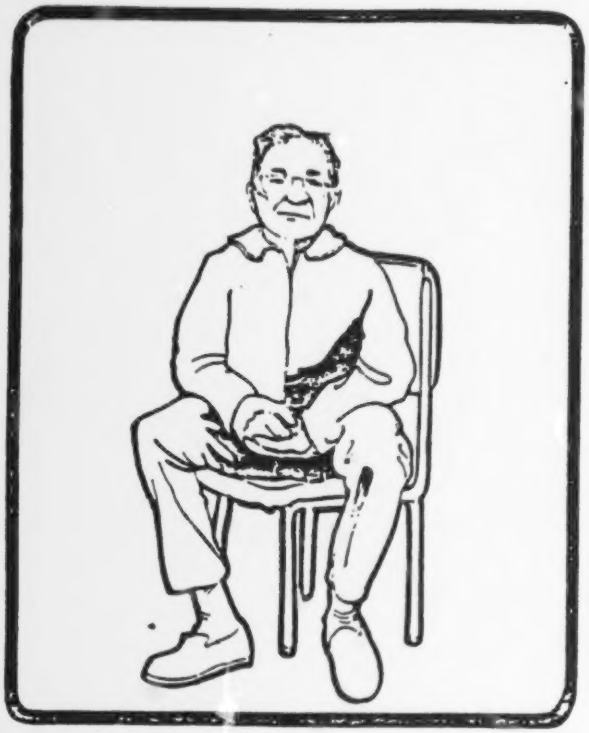
LESSON 8
Verbs of Position Continued

Your teacher will ask you the following two questions:

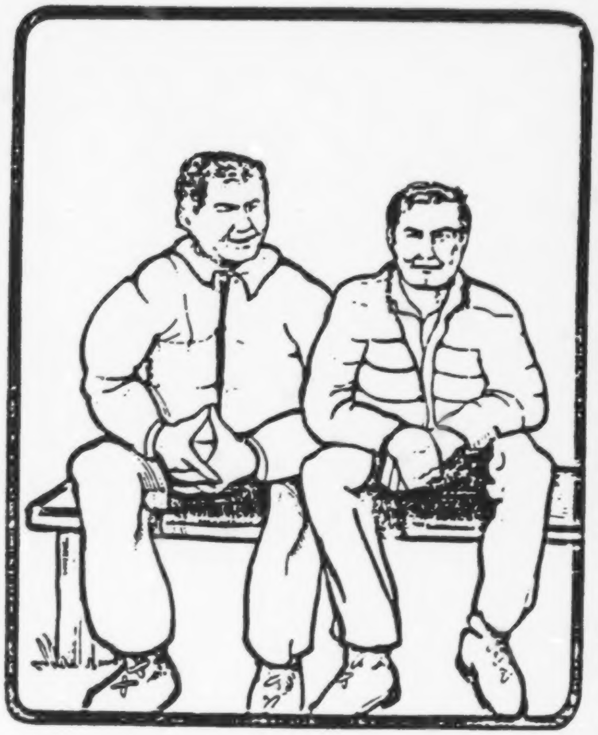
Dot'aanh?	'What is he doing?'
Dohat'aanh?	'What are they doing?'

You can answer using the following verbs of position:

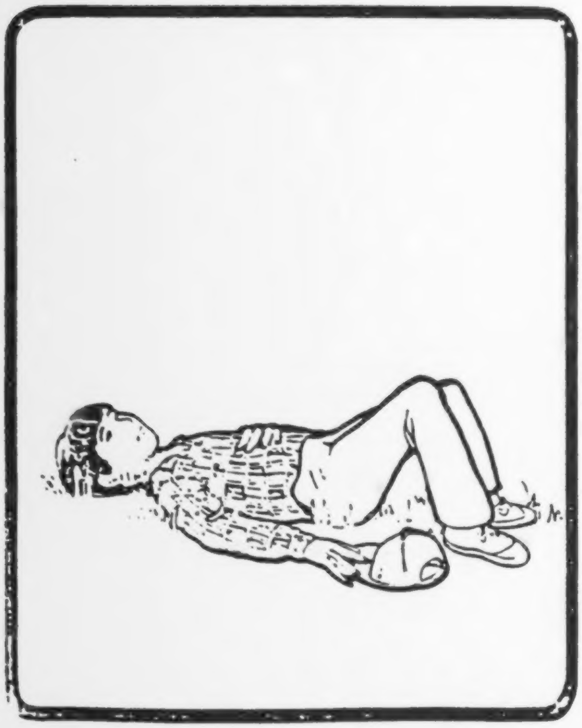
Lido.	'He/she/it is sitting.'
Lahaanh.	'He/she/it is standing.'
Litaanh.	'He/she/it is lying down.'
Haldo.	'They two are sitting.'
Halhaanh.	'They two are standing.'
Haltaanh.	'They two are lying down.'



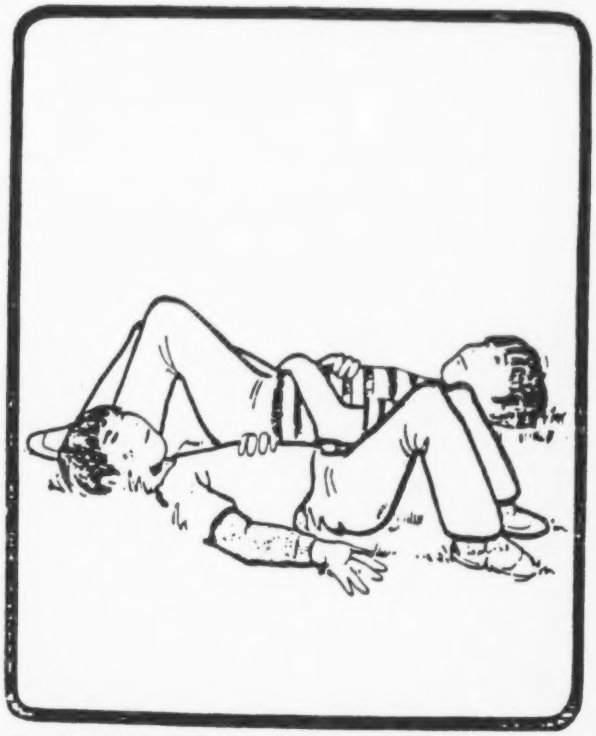
Dinaa lido.



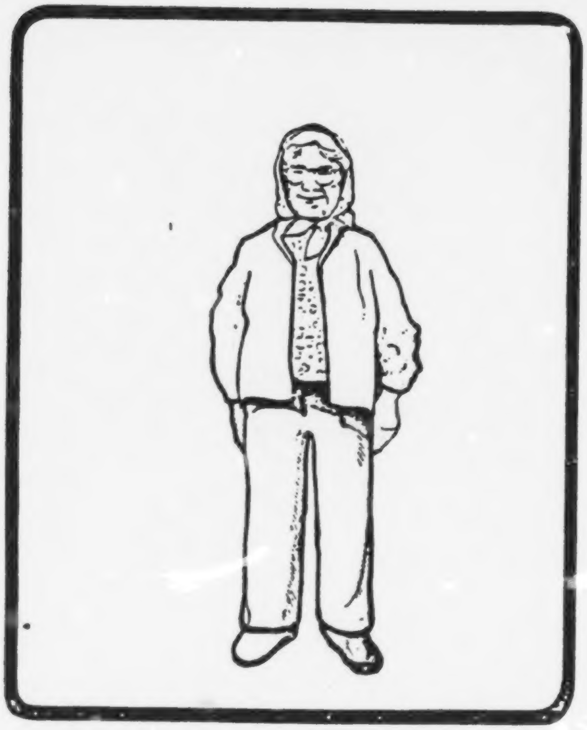
Dinaa haldo.



Keel litaanh.

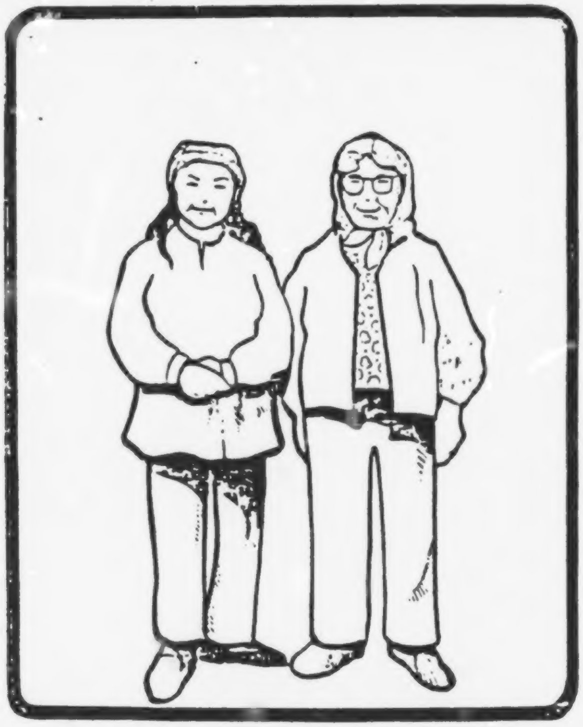


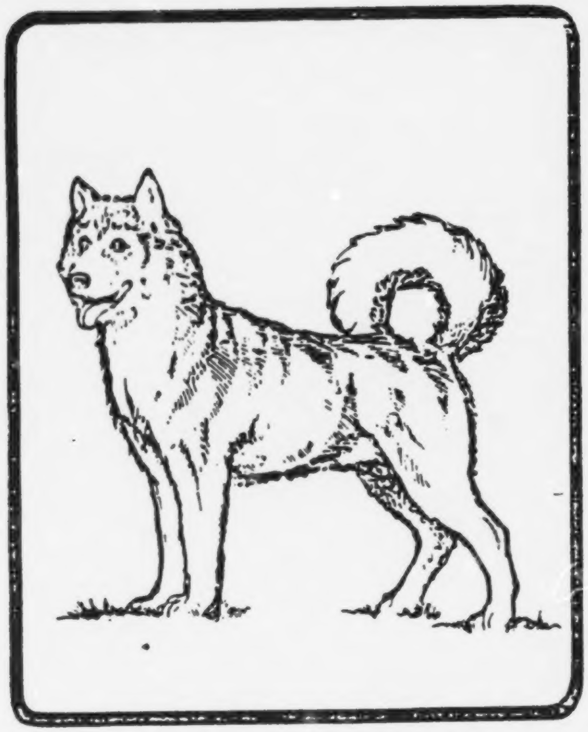
Keel haltaanh, keel kkaahaltaanh.



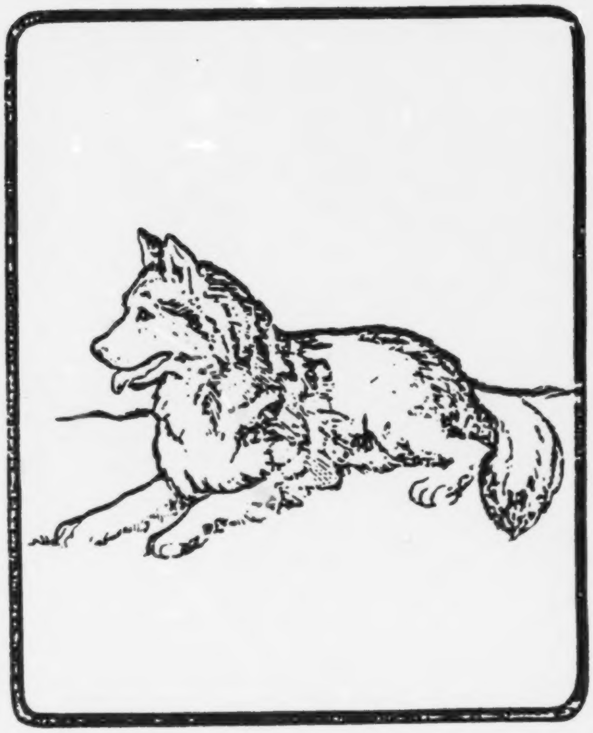
Sołt'aanh lahaanh.

Halhaanh.

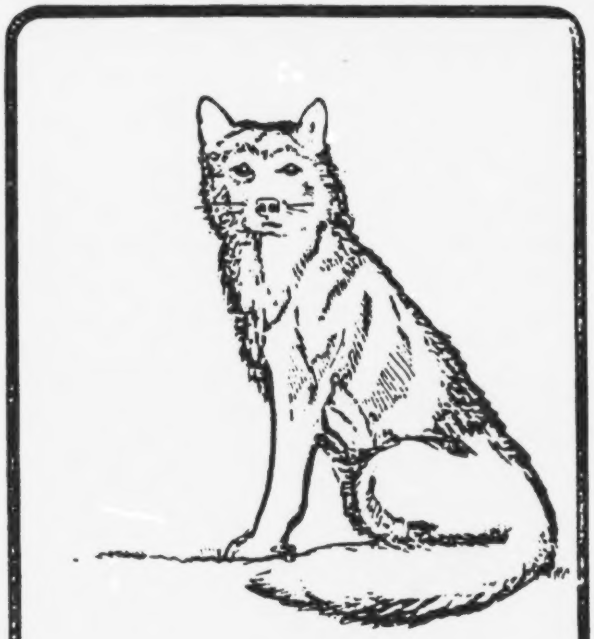




ƀeek lahaanh.

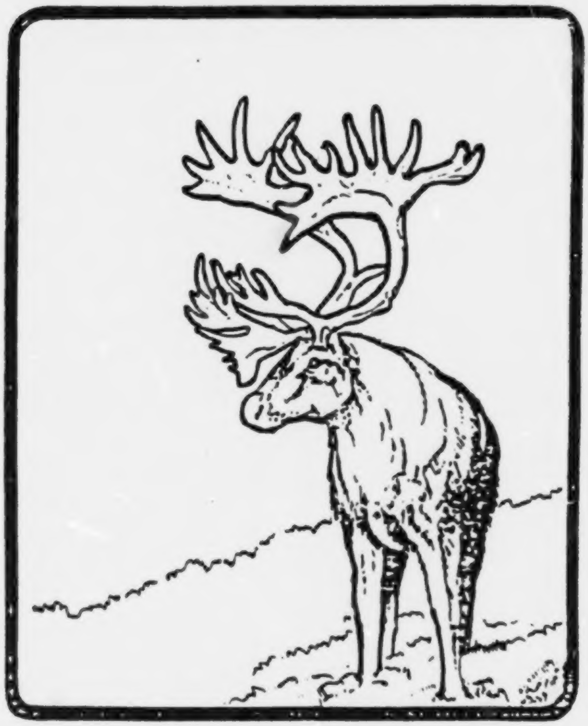


ƀeek litaanh.

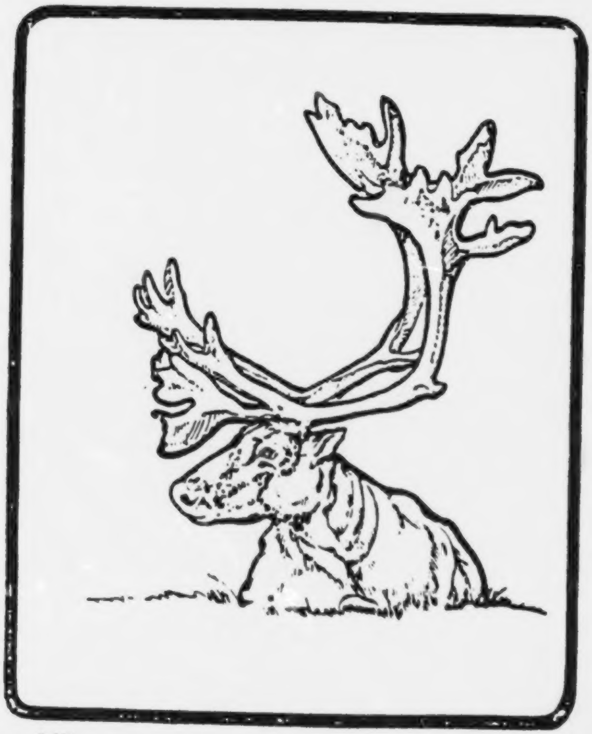


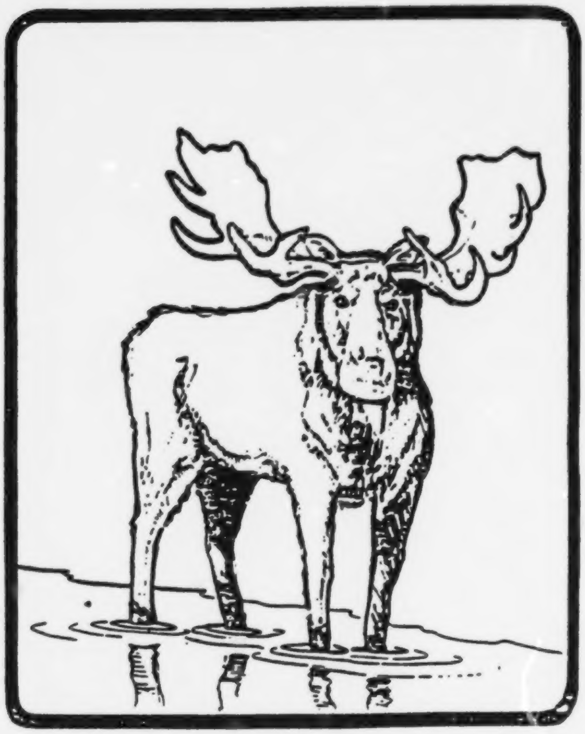
ƀeek lido.

Bidziyh lahaanh.

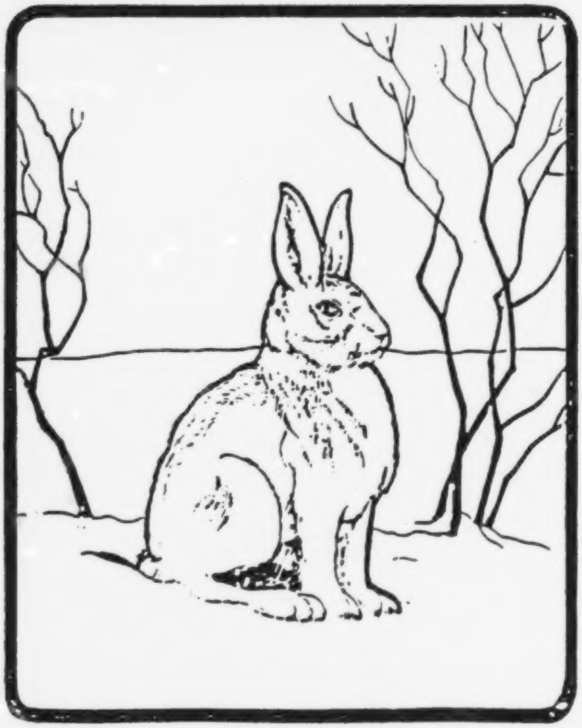


Bidziyh litaanh.





Dineega lahaanh.



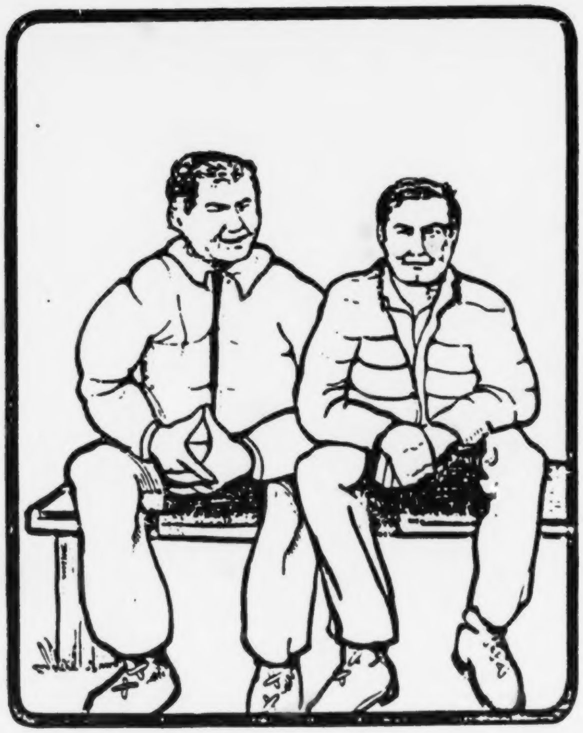
Gguh lido.

VOCABULARY

łeek	dog
dineega	moose
bidziyh	caribou
ggʉh	rabbit
dinaa	man, person
keela	boy
sołt'aanh	girl, woman
dot'aanh	what is he/she doing
dohat'aanh	what are they doing
lido	he/she/it is sitting
lahaanh	he/she/it is standing
litaanh	he/she/it is lying down
haldo	they are sitting
halhaanh	they are standing
haltaanh	they are lying down

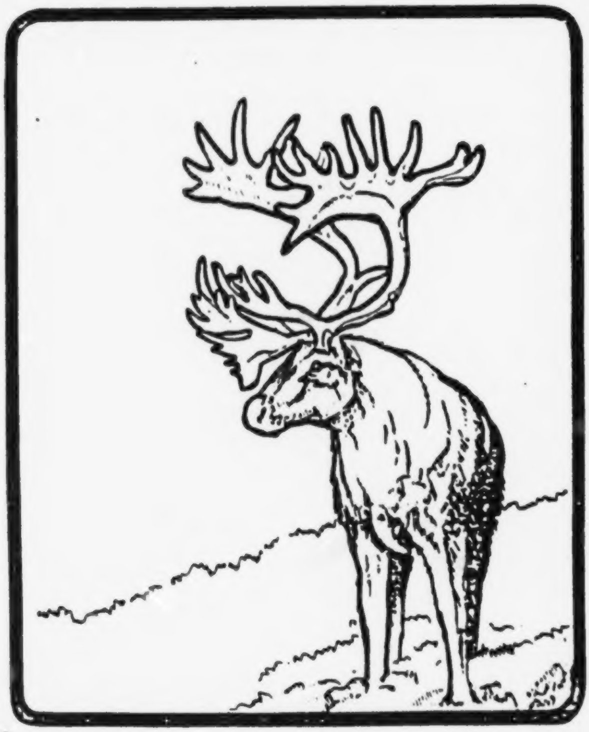
EXERCISE

Write what is happening in each of the following pictures and write the question which each of your answers responds to (Dot'aanh? or Dohat'aanh?).



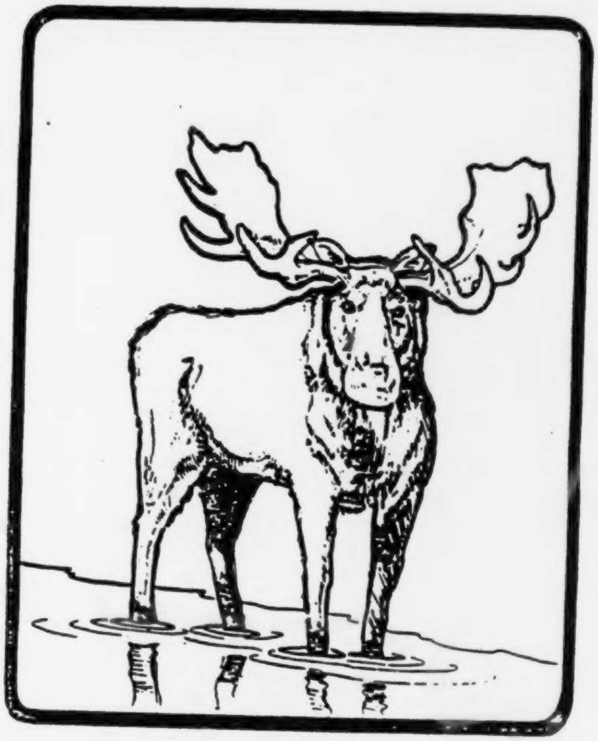
1. ________________________________

2. ________________________________



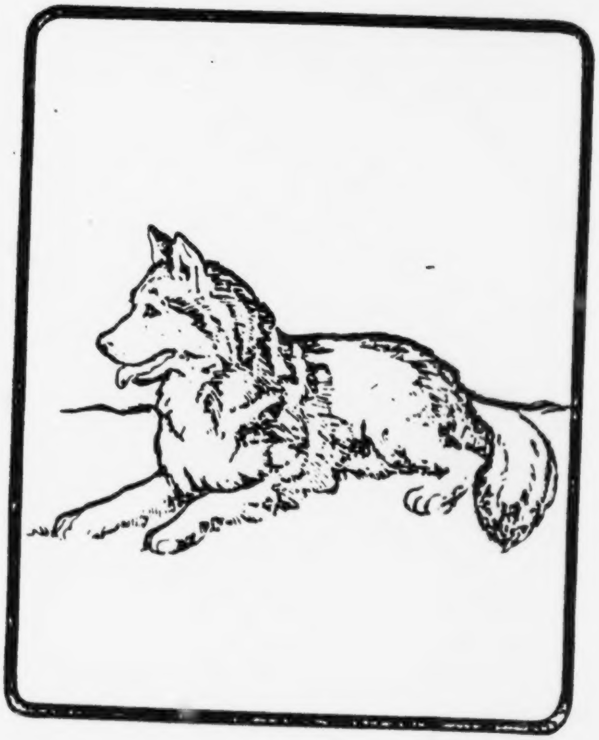
3. ________________________________

4. ________________________________



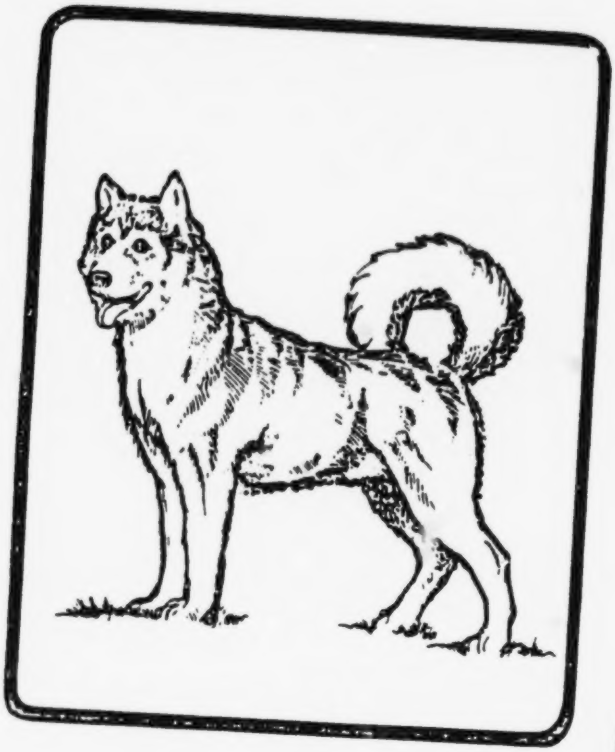
5. ______________________________

6. ______________________________



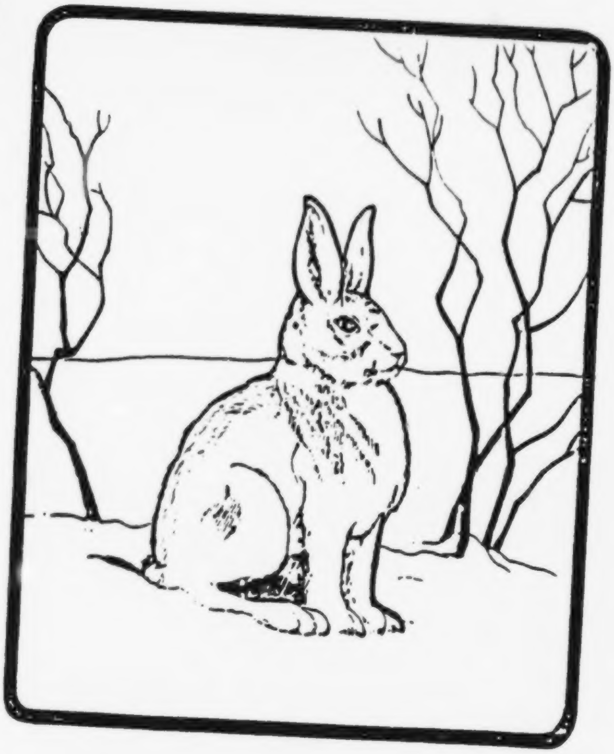
7. ______________________________

8. ______________________________



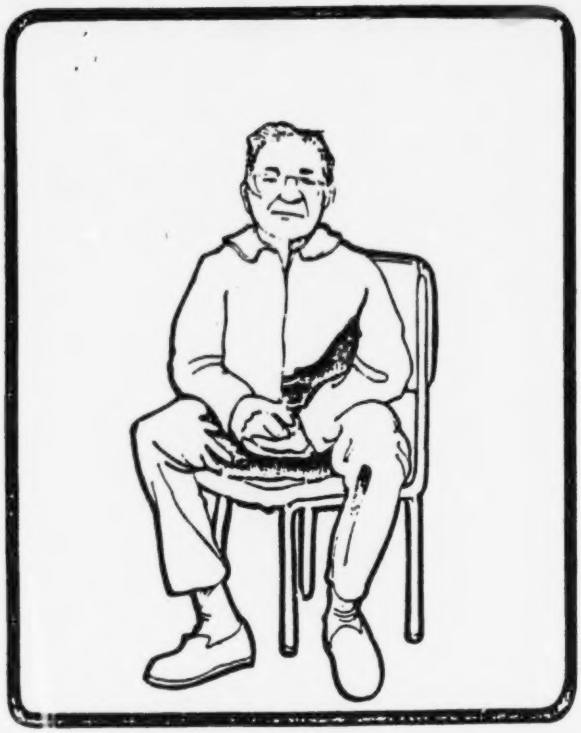
9. ____________________

10. ____________________



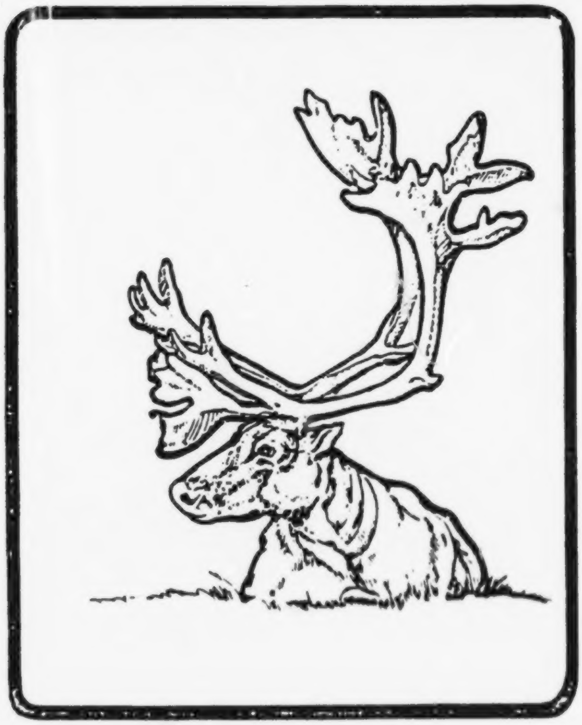
11. ____________________

12. ____________________



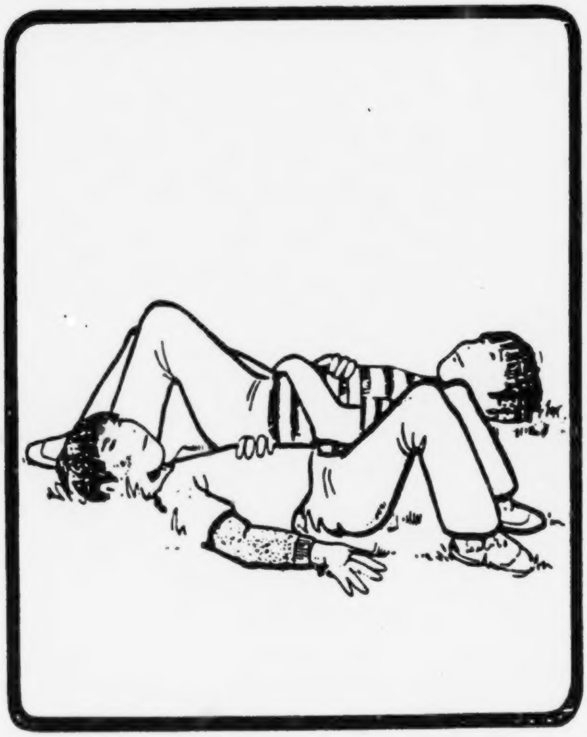
13.________________________________

14.________________________________



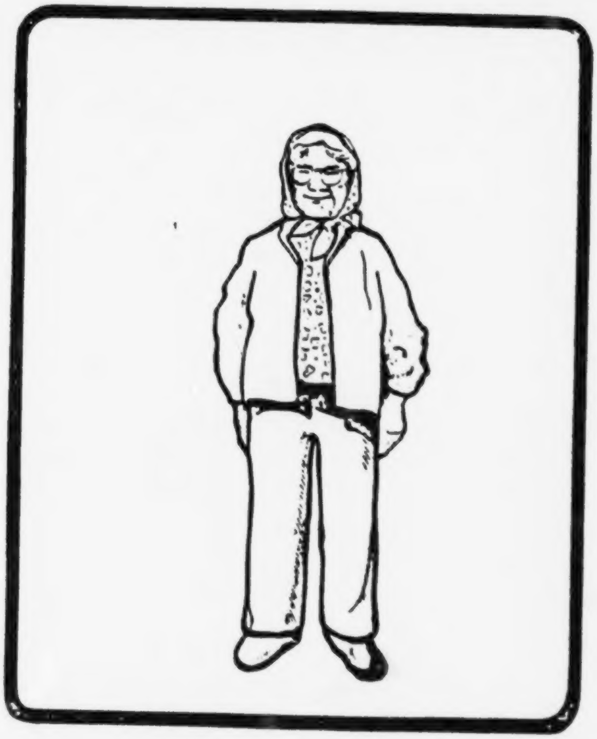
15.________________________________

16.________________________________



17. ____

18. ____



19. ____

20. ____

LESSON 9
Places

The verbs already given which end in -do and mean 'sit' can also mean 'live.' To say that someone lives in a particular place, you say the name of the place plus the verb:

Yah lisdo.	'I live in a/the house.'
Anchorage lido.	'He/she lives in Anchorage.'

To ask where someone lives, you say the word for 'where' nidaanh or nidaadinh plus the word for 'live.'

Nidaadinh leedo?	'Where do you live?'
Nidaadinh haldo?	'Where do they live?'

VOCABULARY

yah	house
kkaayah	village
nidaadinh/nidaanh	where

Learn the four or five village names which your teacher tells you to.

Ts'aatiyhdinaadakk'onh Dinh	Huslia
Baats'akkaakk'at	Hughes
Mineelghaadza T'oh	Koyukuk
Alaakkaakk'at	Allakaket
Ggaałdoh or La'on Kk'a Dodeelinh Dinh	Kaltag

Noolaaghadoh or Tłaakeeyit	Nulato
Notaalee Dinh	Galena
Nughatłagheelinh Dinh	Ruby
Hohʉdoditłaatł Dinh	Tanana
Noochulaghoyit	where the Tanana and Yukon Rivers converge
K'ilił Ak'iditaadla'o Dinh or Dlił Taaneets	Rampart
Dinyeet	Stevens Village
Toonaalił Dinh	Manley Hot Springs

EXERCISE

Translate the following sentences:

1. Notaalee Dinh lʉhdo.
2. Nidaadinh haldo?
3. Yah lisdo.
4. Kkaayah ts'ildo.
5. Dinyeet lido.

Make up three sentences of your own:

6.
7.
8.

9. review translation: Translate the following conversation:

John: Doogh dzaan tłeeteey ałyoł.

Mary: Adzoohee'?

John: Sitłee' adzoo.

Mary: Kk'odona dohoogheet'aa?

John: Hʉdeegheezoo'.

Mary: Nʉgh tsaaya nidaa'.

John: Oho'.

Mary: Baasee'.

LESSON 10
Past Tense

In the Koyukon language, the past tense is usually called the PERFECTIVE tense. It refers to an action which has already been completed. The vebs which you have learned so far are in the present or IMPERFECTIVE tense and refer to actions which have not been completed ('He IS sitting,' 'It IS raining'). In this lesson, and the next one, you will learn how to say the verbs of position in the past or perfective tense.

VOCABULARY

ogha	last year
kk'wdaa	now

Below are the words for 'WAS sitting, staying:'

Ghasdo'.	'I was sitting, staying.'
Gheendo'.	'You were sitting, staying.'
Gheedo'.	'He was sitting, staying.'
Ts'agheedo'.	'We two were sitting, staying.'
Ohdo'.	'You two were sitting, staying.'
Hagheedo'.	'They two were sitting, staying.'

EXERCISE

Translate the following sentences into Koyukon:

1. You two used to live in Nulato.

2. I lived in Fairbanks last year.

3. Now they two live in a village.

4. We two were sitting.

5. Where are you living now?

6. Where did Mary live last year?

7. John lives in Fairbanks.

Translate the following into English:

8. Kk'odona yah ghasdo'.

9. Doogh dzaan atłibaa' hoolaanh.

10. Nʉgh tł'ooł nidaa'.

11. Kkaayah ohdo'.

12. Nidaadinh leedo?

13. Dinyeet lido.

14. Ogha Noolaaghadoh ts'agheedo'.

LESSON 11
Past (or Perfective) Tense

In the last lesson, you learned the words for the perfective tense of the verb 'sit.' In this lesson, you will learn the perfective tense for the weather verbs and the other two verbs of position (stand and lie down). You will go through the pictures in this lesson. For the weather pictures, your teacher will ask you one of the following two questions:

Dohoot'aa?	'What is it (weather) doing?'
Dohoogheet'aa'?	'What was it doing?'

You will answer using one of the imperfective weather verbs which you have already learned, or, in answer to the question "Dohoogheet'aa'?", one of the perfective verbs presented below:

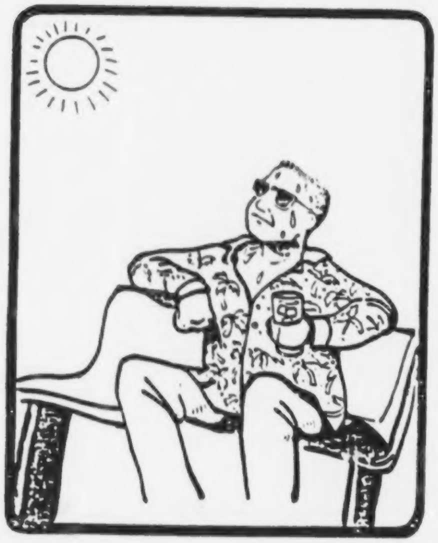
Gheełkon'.	'It was raining.'
Gheełyotł.	'It was snowing.'
Hadeegheets'eeyh.	'It was windy.'
Adzoo hoogheelaa'.	'It was cold.'
Atłibaa' hoogheelaa'.	'It was hot.'
Hadeegheezoo'.	'It (weather) was good.' or 'The weather was good.'

For the verbs of position, your teacher will ask you one of the following two questions:

Dot'aanh?	'What is he/she/it doing?'
Daaghat'aan'?	'What was he/she/it doing?'

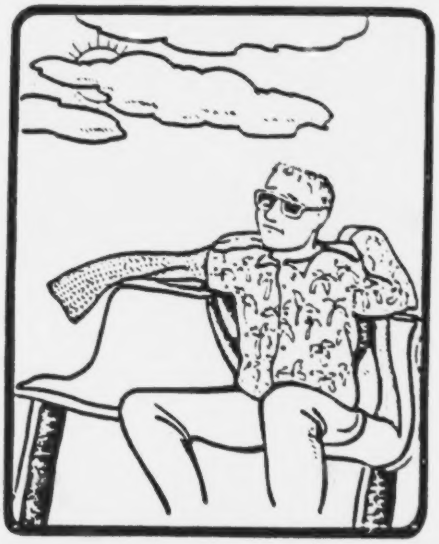
You will answer using one of the verbs of position which you have learned so far in answer to "Dot'aanh?", or one of the perfective verbs below if you are answering the question "Daaghat'aan'?":

Gheehaa'.	'He/she/it was standing.'
Gheetaa'.	'He/she/it was lying down.'
Gheedo'.	'He/she/it was sitting.'



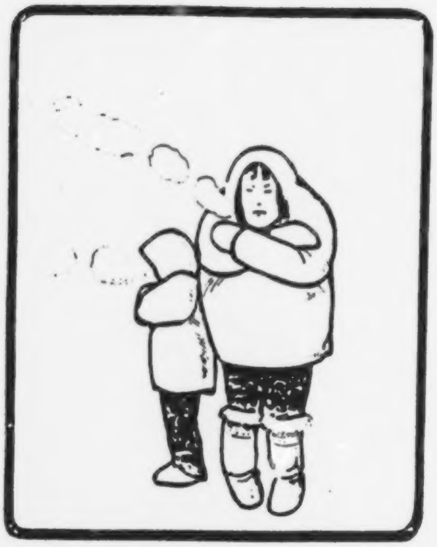
Dohoot'aa?

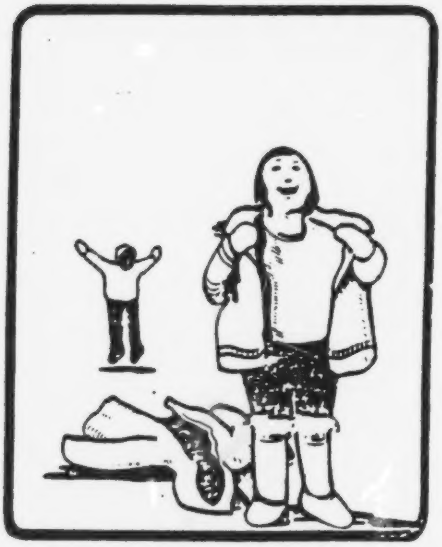
Atłibaa' hoolaanh.



Dohoogheet'aa'?

Atłibaa' hoogheelaa'.



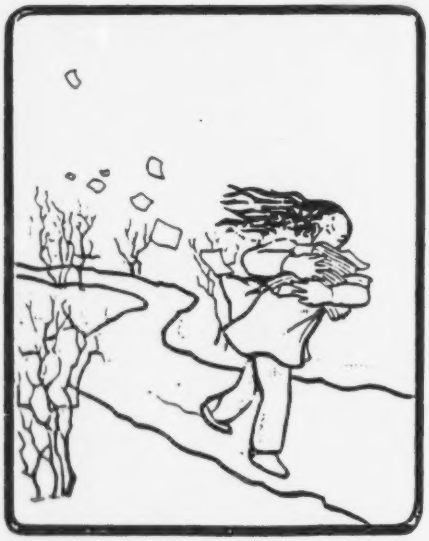


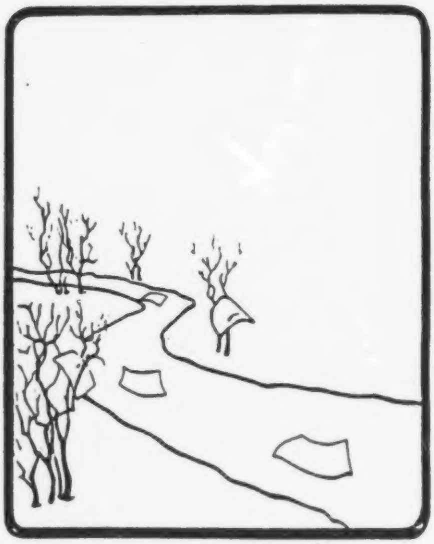
Dohoot'aa?

Adzoo hoolaanh.

Dohoogheet'aa'?

Adzoo hoogheelaa'.



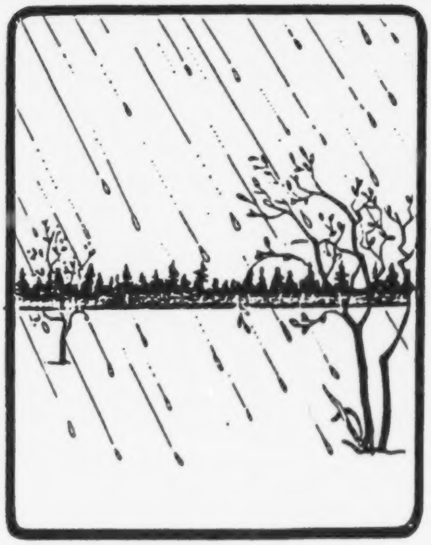


Dohoot'aa?

Hadeets'iyh.

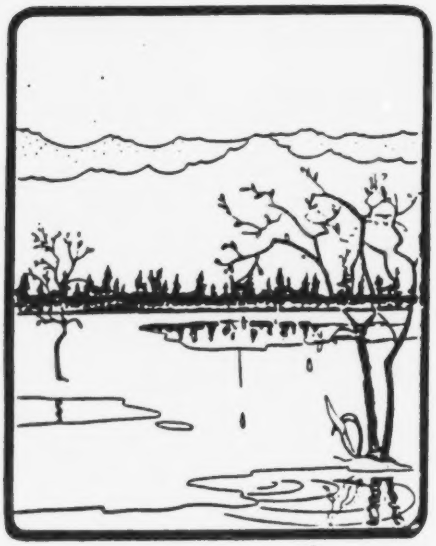
Dohoogheet'aa'?

Hadeegheets'eeyh.



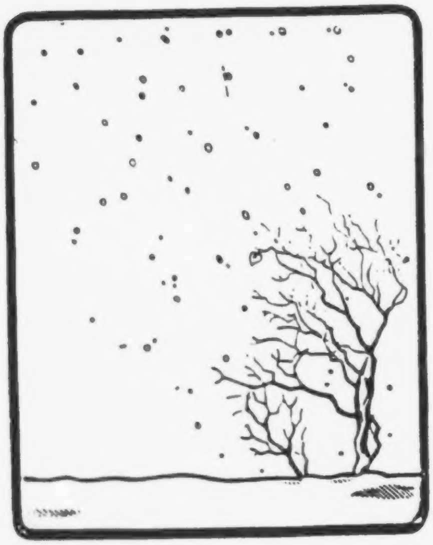
Dohoot'aa?

Ałkonh.



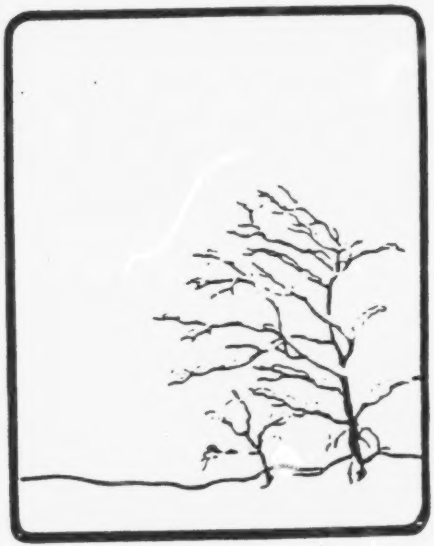
Dohoogheet'aa'?

Gheełkon'.



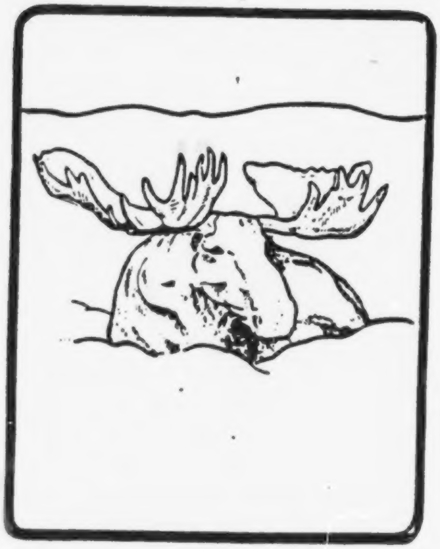
Dohoot'aa?

Ałyoł.

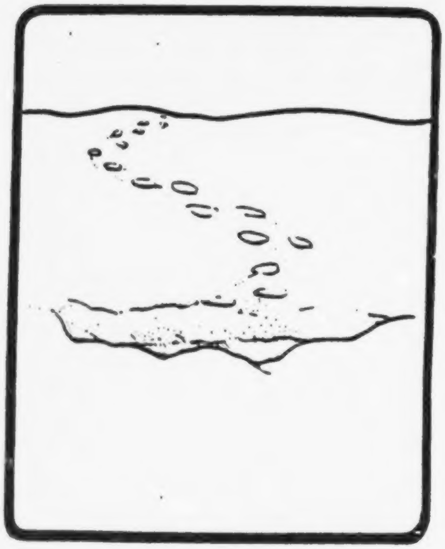


Dohoogheet'aa'?

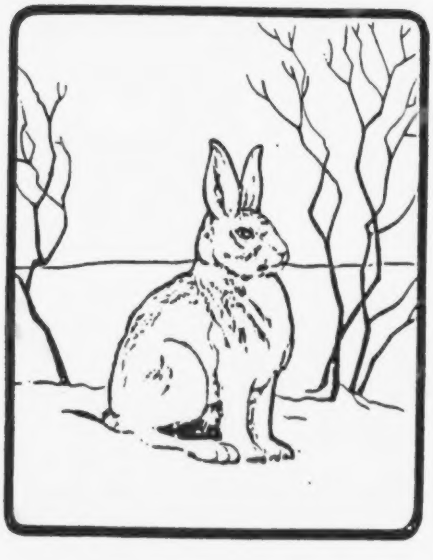
Gheełyotł.



Dineega dot'aanh?
Litaanh.

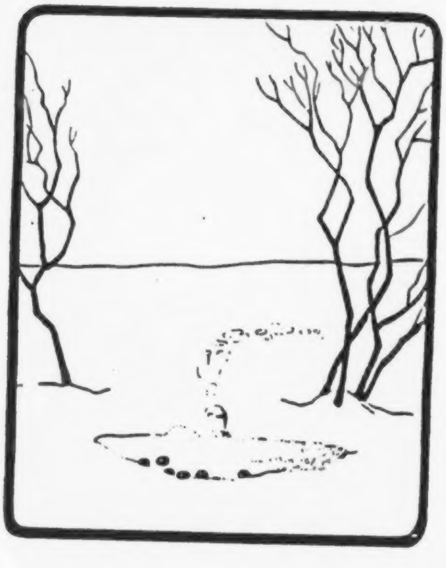


Dineega daaghat'aan'?
Gheehaa'.



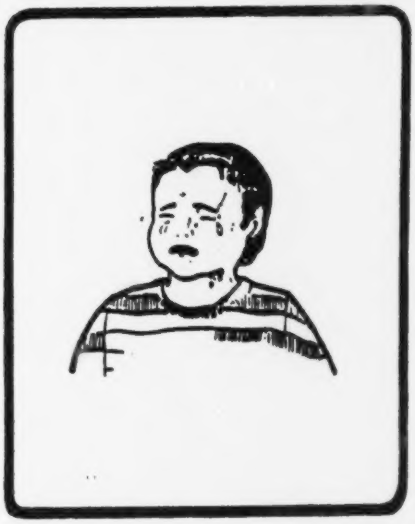
Ggʉh dot'aanh?

Lido.



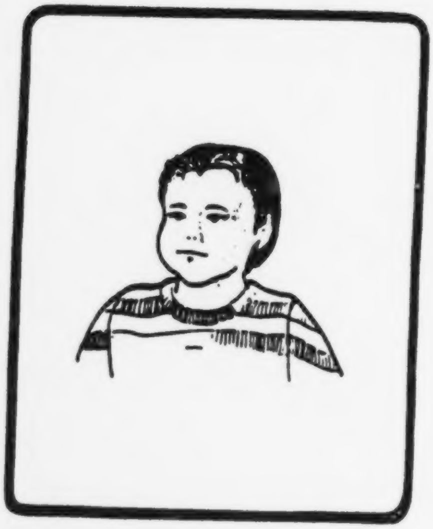
Ggʉh daaghat'aan'?

Gheedo'.



Keel dot'aanh?

Atsah.



Keel daaghat'aan'?

Gheetsaah.

EXERCISE

You may have noticed that the verbs of position take the same forms except for the last syllable (GHEEdo'/GHEEtaa'/GHEEhaa'; LIdo/LItaanh/LAhaanh). See if you can guess how to say the following words based on what you learned in this lesson and the one before it:

1. You were standing.
2. They were lying down.
3. We were standing.
4. You were lying down.
5. I was lying down.
6. I was standing.
7. You two were standing.

Underline the stem in the following verbs:

8. Gheedo'
9. Lido.
10. Hʉdeezoonh.
11. Hadeets'eeyh.
12. Gheehaa'
13. Litaanh.
14. Dohoot'aa?
15. Lisaanh.
16. Gheełyotł.
17. Ałkonh.
18. Adzoo hoolaanh.

LESSON 12
Noun Possession

In English, when we possess nouns, we do so with a seperate word. For example in the phrase "my hat," the word "hat" is possessed by the possessor which is "my." In Koyukon, on the other hand possession is done by adding a prefix to the possessed noun. In other words, the possessor and the possessed are both part of the same word. For example, the word for "hat" is ts'ah and the possessing prefix for "my" is si-. The suffix for possessed nouns is -a'. If we add all these parts together, we get:

sits'agha'   'my hat'
(si + ts'ah + a')

Notice that the "h" of "ts'ah" changes to "gh" in the possessed form. The chart below shows you what consonants change to what when the -a' suffix is added:

t becomes d

tł becomes dl

ts becomes dz

k becomes g

kk becomes gg

yh becomes y (in Central and Lower Koyukon)

sh becomes y (in Upper Koyukon)

nh becomes n

s becomes z

ł becomes l

h becomes gh

Below are some nouns in unpossessed and possessed form:

gits	'mittens'	sigidza'	'my mittens'
ggastł	'cane'	saggasdla'	'my cane'
oyh	'snowshoes'	sa'oya'	'my snowshoes'
kkaakina	'boots'	sakkaakina'	'my boots'
da'aak	'shirt'	sida'aaga'	'my shirt'
łił	'belt'	silila'	'my belt'
tił	'socks'	sitila'	'my socks'

Notice that in the word for "my belt," silila', the consonant at the beginning of the word has also changed. This happens if the unpossessed nouns begins with s, ł , or h. The changes are the same as those shown for the end of the word. In other words:

s becomes z

ł becomes l

h becomes gh

Below are examples of each change:

saaya	'knife'	sizaaya'	'my knife'
łił	'belt'	silila'	'my belt'
hʉtł	'sled'	saghʉdla'	'my sled'

If the possessor is not a pronoun like "my," "your," or "her," but a regular noun like "Bill's" or "the woman's," then two seperate words are used. Also, any consonant change described above takes place. For example:

John tila'	'John's socks'
keel lila'	'the boy's belt'
Mary zaaya'	'Mary's knife'

VOCABULARY

hʉtł	sled		
łił	belt		
gits	mittens		
ggastł	cane		
oyh	snowshoes		
kkaakina	boots		
da'aak	shirt, dress, parka		
ts'ah	hat		
si-	my	dinaa	our
ni-	your	yʉh	your(pl.)
bi-	his/her/its	habi	their

EXERCISE

Fill in the missing forms:

sitila' 'my socks'

nitila' 'your socks'

1. ____________ 'his socks'

saggasdla' 'my cane'

2. ____________ 'your cane'

baggasdla' 'his cane'

sa'oya' 'my snowshoes'

3. ____________ 'your snowshoes'

4. ____________ 'his snowshoes'

sida'aaga' 'my parka'

5. ____________ 'your parka'

6. ____________ 'her parka'

7. ____________ 'my belt'

8. ____________ 'your belt'

9. ____________ 'his belt'

10. ____________ 'the woman's hat'

11. ____________ 'Susan's belt'

Translate the following into Koyukon:

12. Where do you two live?

13. We two lived in Galena last year.

14. That is my knife.

15. This is John's parka.

16. It is cold out.

17. You are standing in the house.

18. That is my plate.

19. I am cold.

20. My hand is cold.

21. He is lying down.

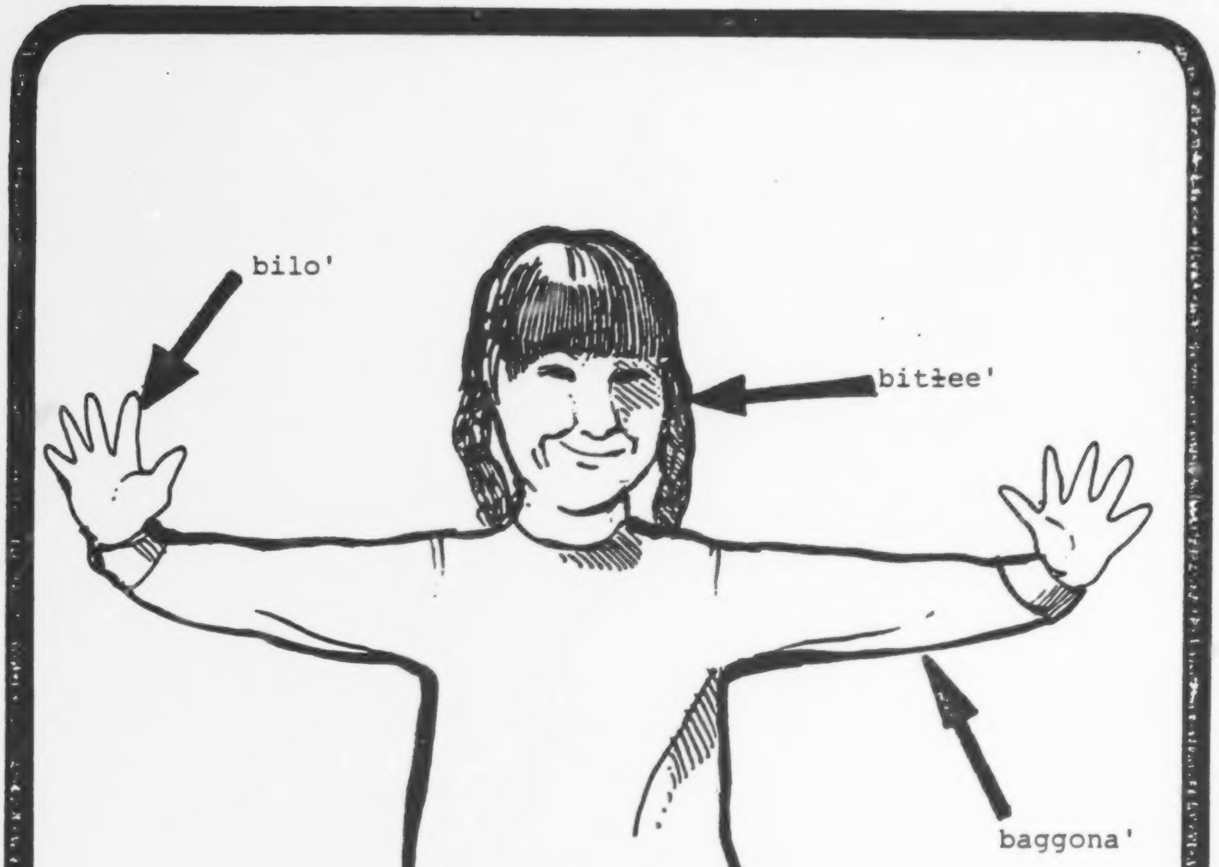
LESSON 13
Body Parts

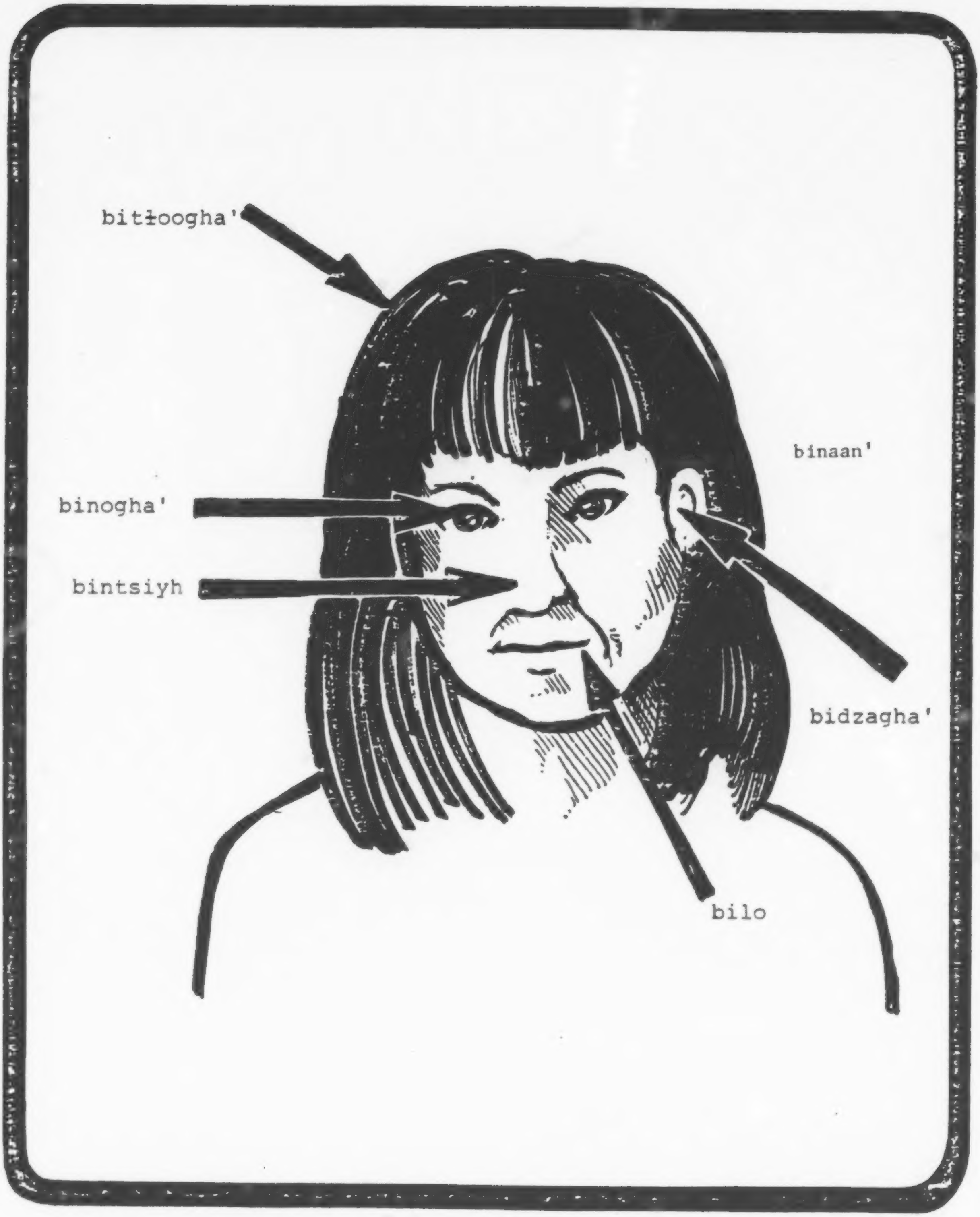
Body parts and kin terms always must be possessed. In English, one can say "head" or "hand" by themselves. In Koyukon, however, one must always whose head or hand is being referred to. If a speaker of Koyukon does not know or does not want to say who the possessor is, he or she can use the prefix k'i- 'something's,' or the prefix dinaa- 'someone's:'

dinaatłee'	'someone's head, our head'
k'itłee'	'something's head, a head'

VOCABULARY

-tłee'	head
-tłoogha'	hair
-naan'	face
-lo	mouth
-nogha'	eye(s)
-dzagha'	ear(s)
-ggona'	arm(s)
-lo'	hand(s)
-tł'ina'	leg(s)
-ggut	knee(s)
-kkaa'	foot, feet
-ntsiyh	nose


bilo'
bitłee'
baggona'
bitł'ina'
baggut
bakkaa'


bitłoogha'
binaan'
binogha'
bintsiyh
bidzagha'
bilo

EXERCISE

Translate the following phrases into English:

1. sakkaa'
2. naggut
3. sinaan'
4. bitłoogha'
5. bintsiyh
6. nidzagha'
7. saggona'

Translate the following phrases into Koyukon:

8. my head
9. your hands
10. your hand
11. his knees
12. my legs
13. her face
14. his ears

Review translations:

15. Dont'aa?
16. Dohoot'aa?
17. Atłibaa' asdlaanh.
18. Go eesee silila'.
19. Kk'odon tłeeteey gheełkon'.

20. Mary Fairbanks gheedo'.

21. Yah leehaanh.

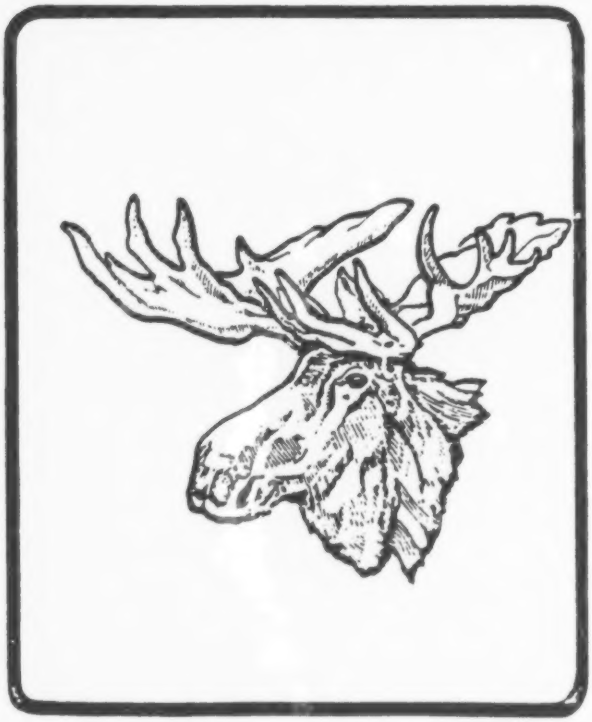
22. Kkaayah ghasdo'.

23. Sinaan' akee.

24. Nugh k'iloosga nidaa'.

LESSON 14
Possessing Animal Body Parts

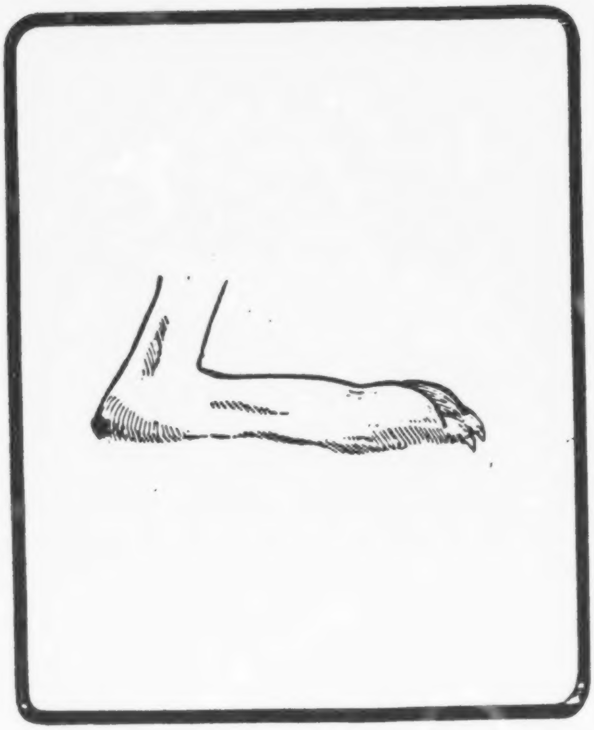
In the last lesson, you learned about possessing body parts. What you learned only applies if the body part in question is actually part of the body of the possessor. For examples, sakkaa' can only refer to the feet which are a part of my body, and not some animal's foot which I may have, a rabbit's foot for example. Possessing an animal part requires the use of the prefix k'i-:



Go eesee dineega tłee'.

Go eesee sik'idineega tlee'.

Go eesee sik'ik'itłee'.



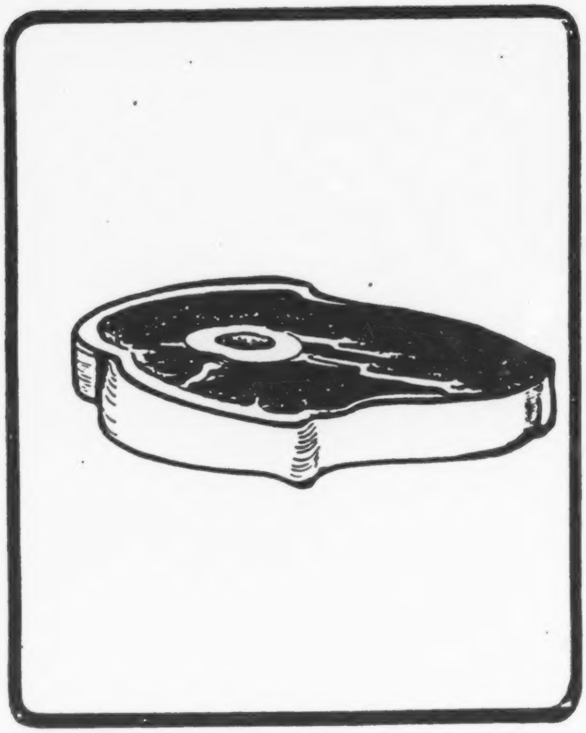
Go eesee ggʉh kkaa'.

Go eesee sik'aggʉh kkaa'.

Go eesee sik'ik'akkaa'.

Notice that in the last line under each of the pictures above, the prefix k'i- appears twice. This does not happen for the word for meat which has only one k'i- in front of it when it is possessed. Without the k'i-, however, the word refers to the actual flesh of the possessor. The word "nilaana" may also occur unpossessed, unlike the other body part words:

sinilaana'	'my flesh'



Go eesee nilaana.

Go eesee dineega nilaana'.

Go eesee sik'idineega nilaana'

Go eesee sik'inilaana'.

VOCABULARY

nilaana	meat
ligidza	porcupine
dikihona	porcupine
ggaagga	animal, creature
saanh ggaagga	bird
nohbaaya	fox
noya'	beaver
dibee	Dall sheep
taahgoodza	mink
-kaa	tail

EXERCISE

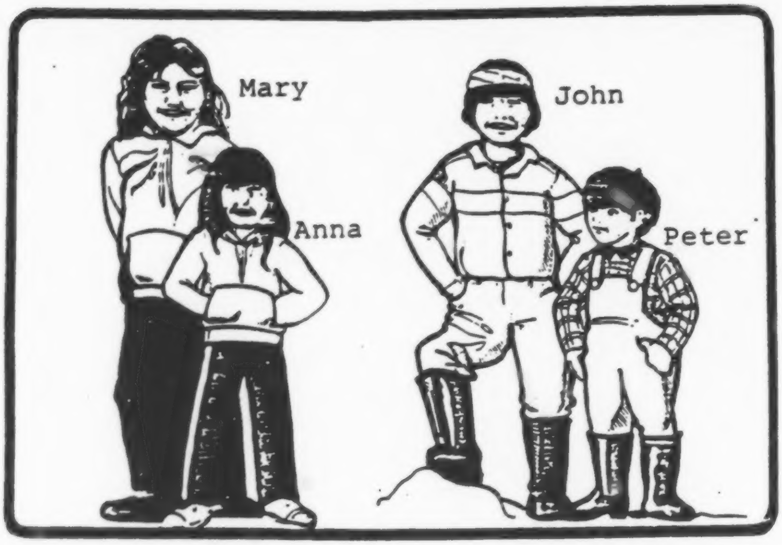
Translate the following into Koyukon:

1. fox tail
2. my fox tail
3. my mink tail
4. your foot
5. your porcupine foot
6. beaver head
7. his beaver head
8. porcupine tail
9. her porcupine tail

Review translations:

10. Go eesee saanh ggaagga.
11. Nohbaaya tłeeteey lido.
12. Ogha Dinyeet gheendo'.
13. Dibee lahaanh.
14. Kk'odon gheełyotł.
15. Kk'ʉdaa ts'ilhaanh.
16. Sołt'aanh leega' gheedo'.
17. Nʉgh ees bidziyh tłee'.
18. Sits'agha' akee.

LESSON 15
Kin Terms for Siblings



Go ees neeɬyiɬ hooɬdlaanh kkaa.	'These are siblings.'
John Mary boogh nilaanh.	'John is Mary's older brother.'
Mary Peter boda nilaanh.	'Mary is Peter's older sister.'
Peter John bikitɬ'a nilaanh.	'Peter is John's younger brother.'
Anna Peter bidaadza nilaanh.	'Anna is Peter's younger sister.'

So far, you have only learned the possessive pronouns for 'my,' 'your,' and 'his/her/its.' The rest of them are given below:

dinaah-	'our'	dinaahʉdaadza'	'our younger sister'
yʉh-	'you guys'	yʉhdaadza'	'you guys' younger sister'
habi-	'their'	habidaadza'	'their younger sister'

VOCABULARY

-oogha	older brother
-kitɬ'a	younger brother
-daadza'	younger sister

-oda	older sister
neełyił hoołdlaanh kkaa	siblings
dinaa-	our
yʉh-	you guys'
habi-	their

EXERCISES

Answer the following questions based on the picture above:

1. Dibaa eey John bidaadza'?
2. Dibaa eey Anna boogha?
3. Dibaa eey Mary bidaadza'?
4. Dibaa eey Peter bikitł'a?

Fill in the missing Koyukon words:

soogha 'my older brother'

noogha 'your older brother'

5. _______________ 'her older brother'

dinaahoogha 'our older brother'

6. _______________ 'you guys' older brother'

7. _______________ 'their older brother'

sikitł'a 'my younger brother'

8. _______________ 'your younger brother'

bikitł'a 'his/her younger brother'

9. _______________ 'our younger brother'

10. _______________ 'their younger brother'

LESSON 16
More Kin Terms

Story Part I:

Go eesee Peter. 'This is Peter.'

Ba'ot Mary ba'ooza'. 'His wife's name is Mary.'

Habidin'akkaa, Johnny yił Sandra yił haba'ooza nilaanh.

'Their children's names are Johnny and Sandra.'

Peter baanh Clara ba'ooza' 'Peter's mother's name is Clara.'

Story Part II:

Clara bakkun' Fred ba'ooza'. 'Clara's husband's name is Fred.'

Johnny yił Sandra yił habitsoo ees hał Clara.

'Clara is Johnny and Sandra's grandmother.'

Johnny yił Sandra yił habitsiya ees hał Fred.

'Fred is Johnny and Sandra's grandfather.'

Clara Fred yił ant'aa eey Peter bidiłnakkaa.

'Clara and Fred are Peter's parents.'

Story Part III:

"Heen', eenaa' neeyo," Peter Mary ałnee.

"My mother came dear," Peter told Mary.

"Heen', nito' hodee?" Mary nee.

"Where is your father dear?" said Mary.

"Eenaa, eetaa' hodee?" Clara ałnee.

"Mom, where is dad?" he asked Clara.

"Nidin'akkaa yiɨ soodil'oɨ."

"He's playing with your children."

Peter tɨeeneeyo.

Peter went outside.

"Eetaa! Onee'!" nee.

"Come here Dad!" he said.

VOCABULARY

-'ot	wife
-din'aa'	child (son or daughter)
-din'akkaa	children
-aanh, -onh *	mother
-kkun'	husband
-tsoo	grandmother
-tsiya	grandfather
-diɨnakkaa	parents
heen'	dear (used to address spouse)
eenaa'a	my mother
eetaa'a	my father
eetaa	dad (when addressing him)
eenaa	mom (when addressing her)
hodee	where is
yiɨ	and, with
-to'	father

* -aanh is used when possessed by bi- 'his/her' and habi- 'their' (baanh, habaanh). -onh is used in all other cases.

EXERCISE

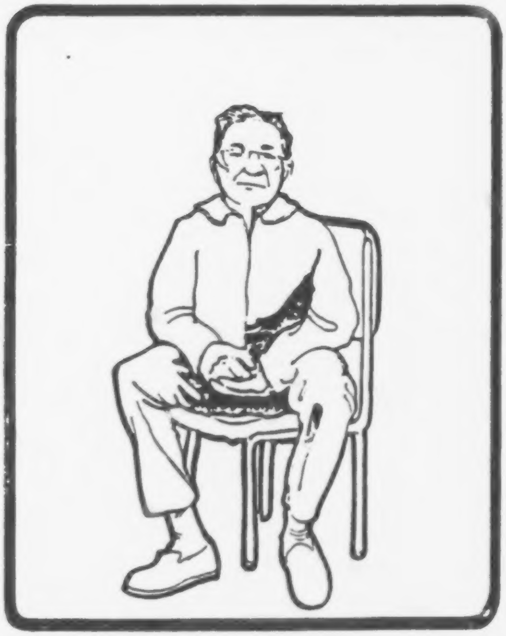
Answer the following questions:

1. Dibaa eey Peter baanh?
2. Dibaa eey Sandra baanh?
3. Dibaa eey Sandra bito'?
4. Dibaa eey Johnny bito'?
5. Dibaa eey Johnny baanh?
6. Dibaa eey Peter bito'?
7. Dibaa eey Peter baanh?
8. Dibaa eey Johnny bitsoo?
9. Dibaa eey Sandra bitsiya?

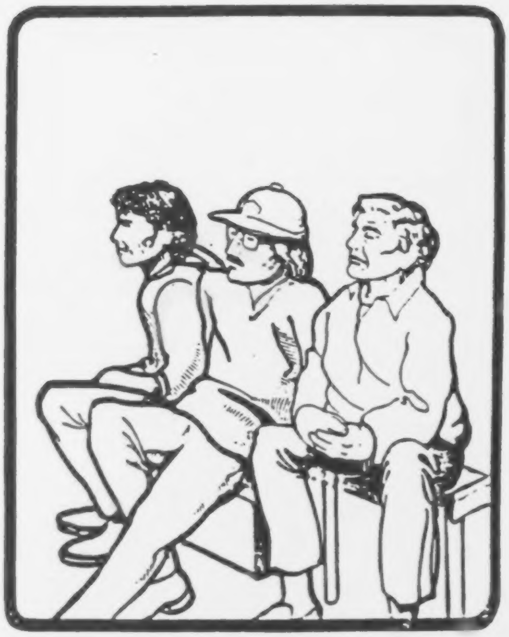
Review translations:

10. Go eesee sidaadza'.
11. Dinaahoda Anchorage gheedo'.
12. Atłibaa' asdlaanh.
13. Bidzagha akee.
14. Go eesee sik'ik'itłee'.
15. Nidaadinh haldo?
16. Soogha kkaa' adzoo.
17. Nugh oyh nidaa'.

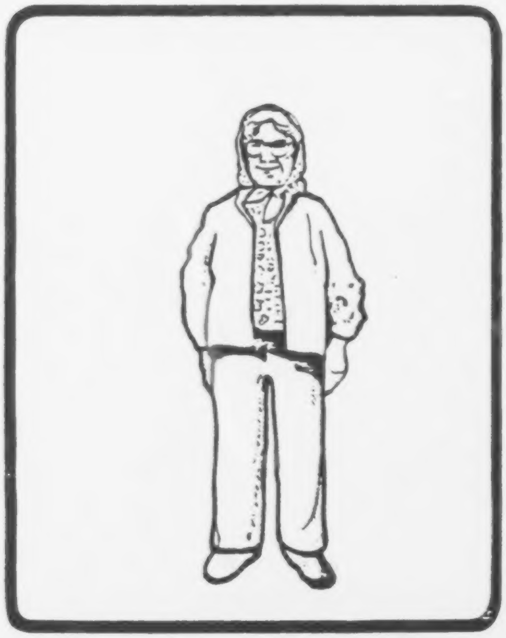
LESSON 17
Human Plurals



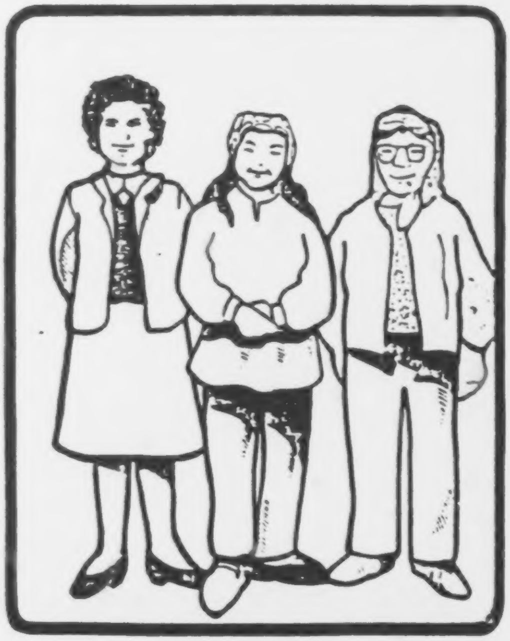
Go eesee dinaa.



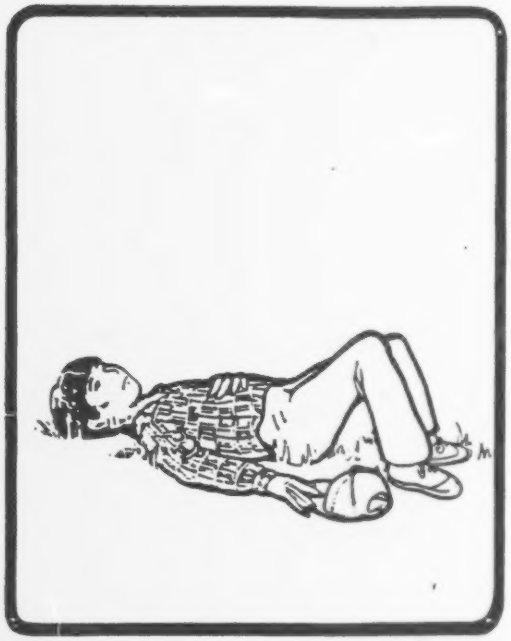
Go eesee dinaa yoo.



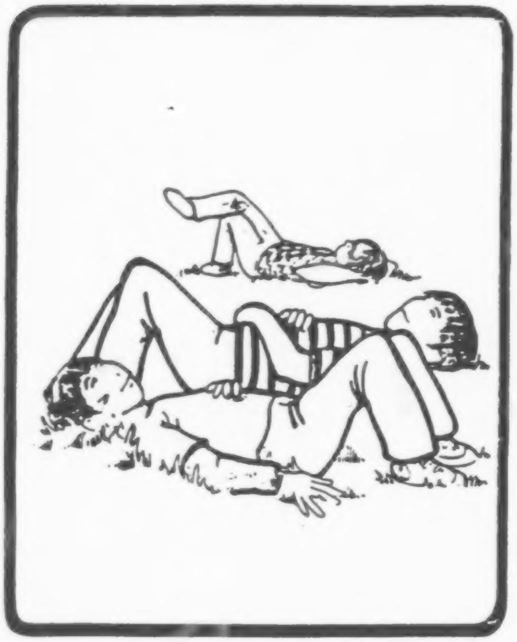
Go eesee soɫt'aanh.



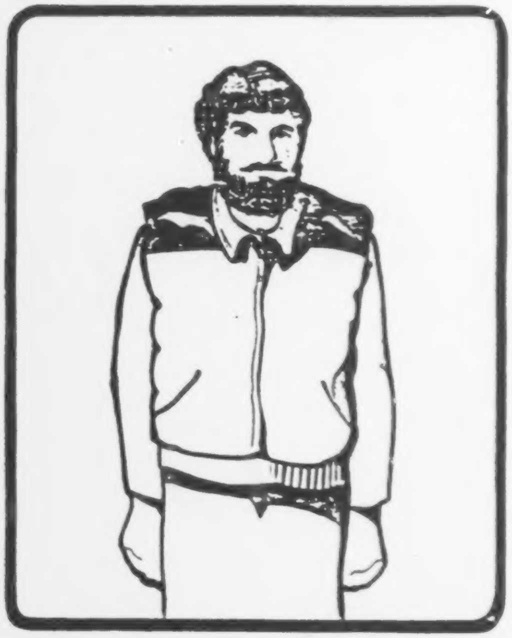
Go eesee soɫtin.
(soɫt'in kkaa, soɫtin yoo)



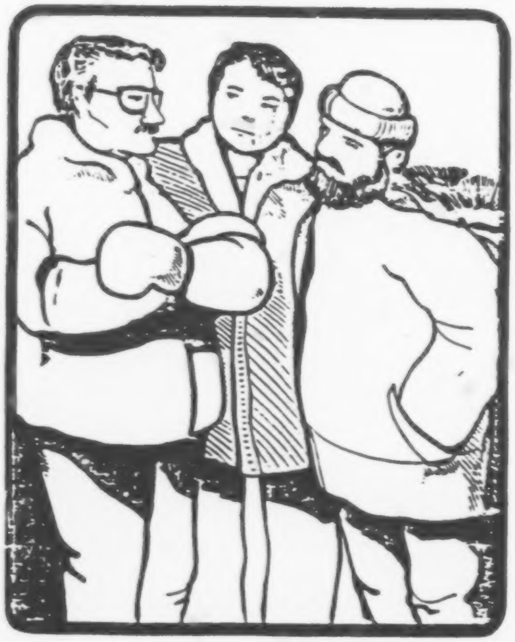
Go eesee keel.



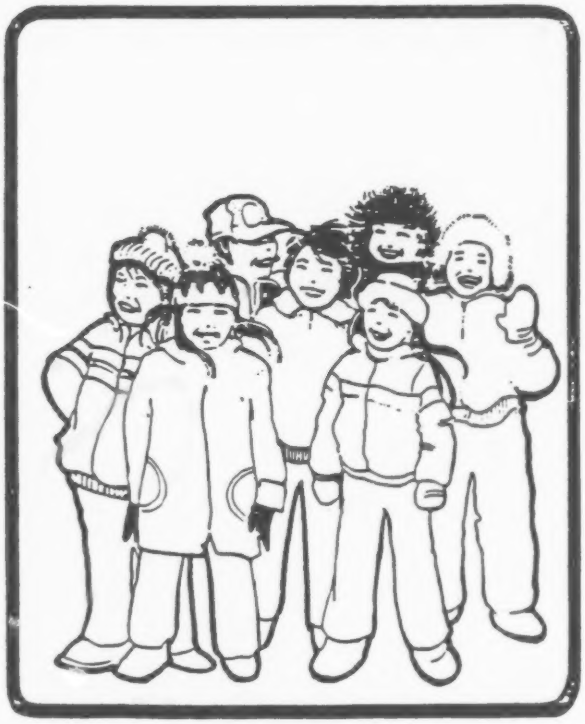
Go eesee keel kkaa.
(keel yoo)



Go eesee gisakk.



Go eesee gisakk kkaa.
(gisakk yoo)



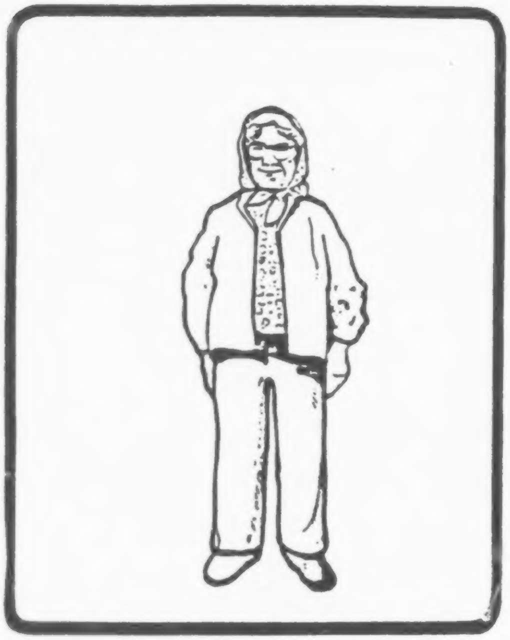
Go eesee saakkaaya.

VOCABULARY

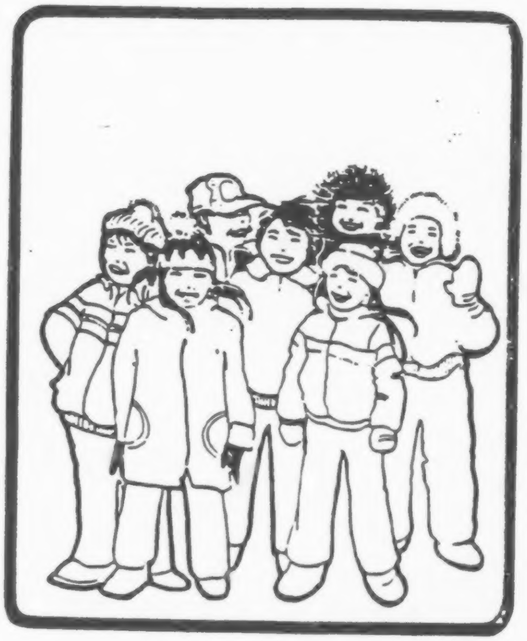
gisaskk	white man
soɫt'in	women
-kkaa	plural suffix for humans
-yoo	plural suffix for humans

EXERCISE

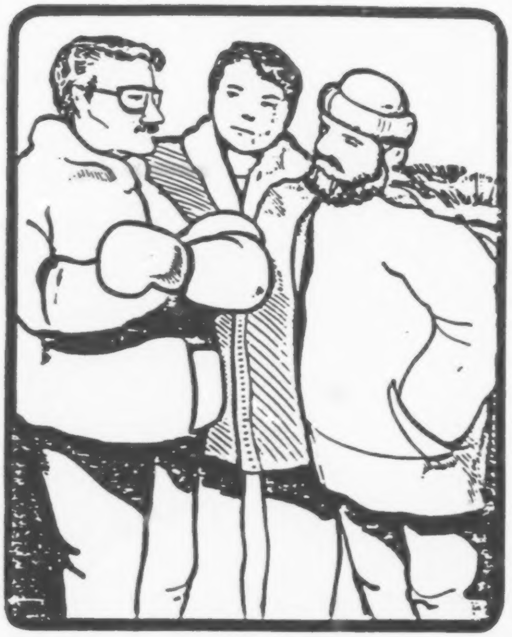
Fill in the missing words:



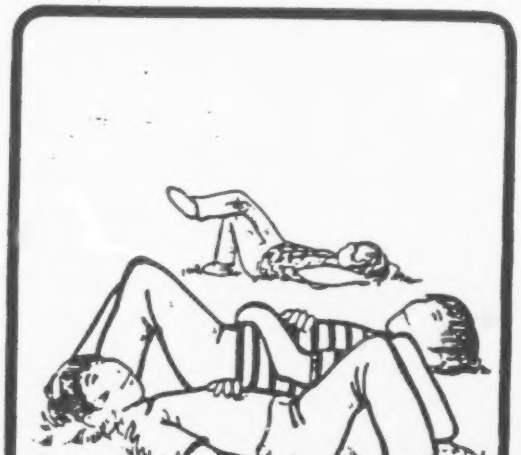
1. Go eesee________________



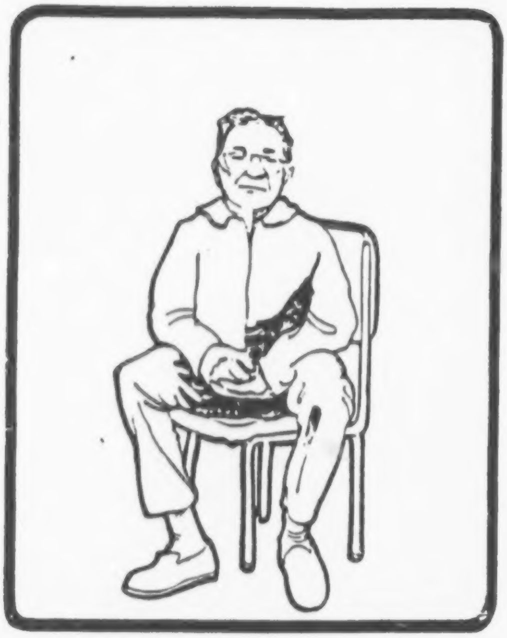
2. Go eesee________________

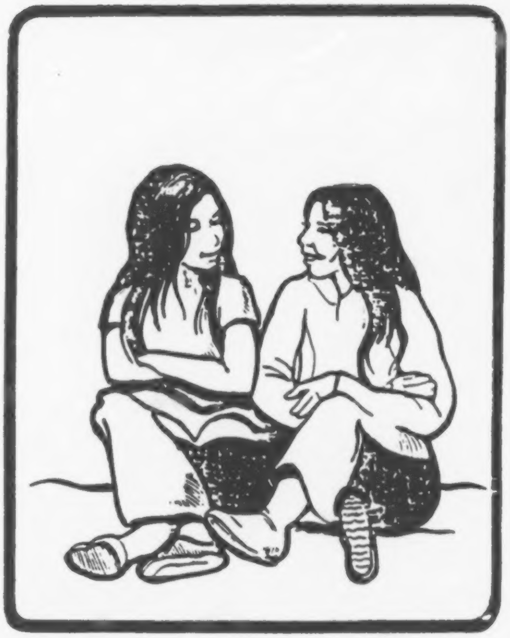


3. Go eesee________________

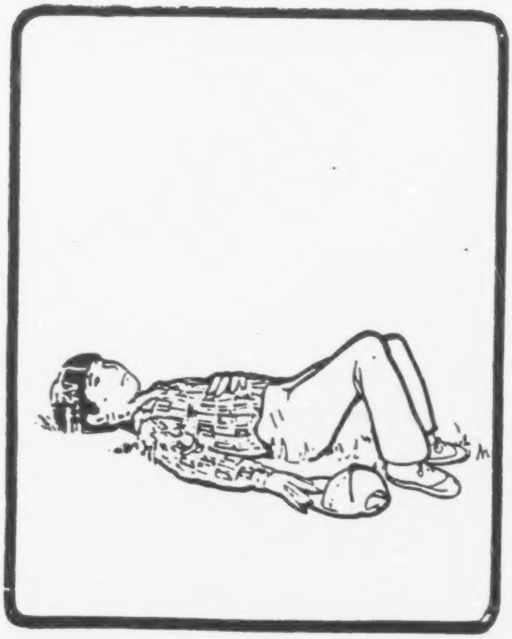


4. Go eesee________________





5. Go eesee______________ 6. Go eesee________________



7. Go eesee____________.

LESSON 18
Numbers 1-5

Łeek niteekk'ee tłeeteey lido.

'Two dogs are sitting outside.'

Łeek k'eełakk'ee tłeeneeyo.

'One dog came out.'

Kk'ʉdaa Mary łeek tokk'ee neeł'aanh.

'Now Mary sees three dogs.'

Leek tokk'ee yił diyh k'eełakk'ee yił k'idaadlitł'ee.

'Three dogs and one spruce hen are sitting.'

Ggaagga dink'ee daadlitł'ee.

'Four animals are sitting.'

Łeek k'eełakk'ee go diyh gheehon'.

'One dog ate the spruce hen.'

Kk'ʉdaa ggaagga tokk'ee daadlitł'ee.

'Now three animals are sitting.'

Mary koon gusga niteekk'ee at'aanh.

'Mary also has two cats.'

Mary ggaagga k'eełts'idnaal at'aanh.

'Mary has five animals.'

VOCABULARY

k'eełakk'ee	one
niteekk'ee	two

tokk'ee	three
dink'ee	four
k'eełts'idnaala	five
diyh	spruce hen
gusga	cat
ggaagga	animal
kk'ʉdaa	now

EXERCISE

Translate the following into Koyukon:

1. one dog
2. five spruce hens
3. four cats
4. three animals
5. one cat
6. five dogs
7. two spruce hens
8. three moose
9. two rabbits
10. three fox
11. two porcupines are sitting
12. My younger brother see four caribou.
13. Their father has two dogs.
14. Our older sister has five cats.
15. Her grandmother sees six foxes.

LESSON 19
Numbers 6-10

Joe: Łeekkaa donaalt'aayee eent'aanh?
'How many dogs do you have?'

Fred: Neełkk'aatokk'ee ast'aanh.
'I have six.'

Joe: Donaalt'aay kk'aat?
'How many do you want?'

Fred: Neełk'oznaala kk'aat.
'I want ten.'

Joe: Niteekk'ee nitł'o'atłtaayh.
'I'm giving you two.'

Fred: Kk'ʉdaa donaan tokk'ee ast'aanh.
'Now I have eight.'

Joe: Mary k'eełakk'ee nitł'o'ałtaayh.
'Mary is giving you one.'

Fred: Kk'ʉdaa donaan dink'ee ast'aanh.
'Now I have nine.'

Joe: John niteekk'ee kk'aa dint'aa.
'John wants two.'

Fred: Ts'ʉh niteekk'ee bitł'o'atłtaayh. Kk'ʉdaa donaan niteekk'ee ast'aanh.
'So I'm giving him two. Now I have seven.'

Joe: Leekoz tokk'ee nitł'otaaghaslaał.
'I'll give you three pups.'

Fred: Kk'ʉdaa łeekkaa neełk'oznaala taaghast'aan'.
'Then I will have ten dogs.'

VOCABULARY

neełkk'aatokk'ee	six
donaan k'eełakk'ee	

donaan niteekk'ee	seven
neełkk'aadink'ee donaan tokk'ee	eight
donaan dink'ee	nine
k'eełhudaaltona neełk'oznaala	ten
donaalt'aay(ee)	how many
ast'aanh	I have
taaghast'aan'	I will have
eent'aanh	you have
at'aanh	he has
kk'aa dint'aa	he/she wants to have
kk'aa dist'aa	I want to have
nitł'o'atłtaayh	I am giving you
nitł'o'ałtaayh	he/she is giving you
bitł'o'atłtaayh	I am giving him/her
nitł'otaaghaslaał	I will give you
łeekkaa	dogs
kk'ʉdaa	now
łeek'oza	a pup
łeek'oza kkaa	pups

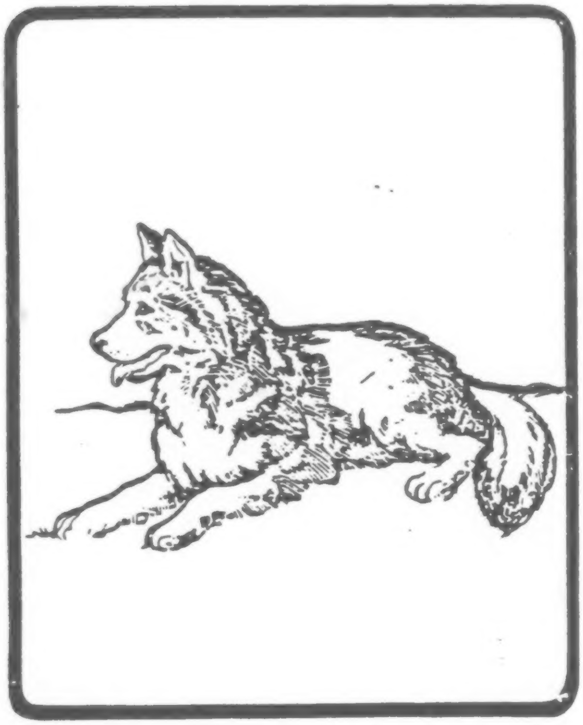
EXERCISE

Translate the following into Koyukon:

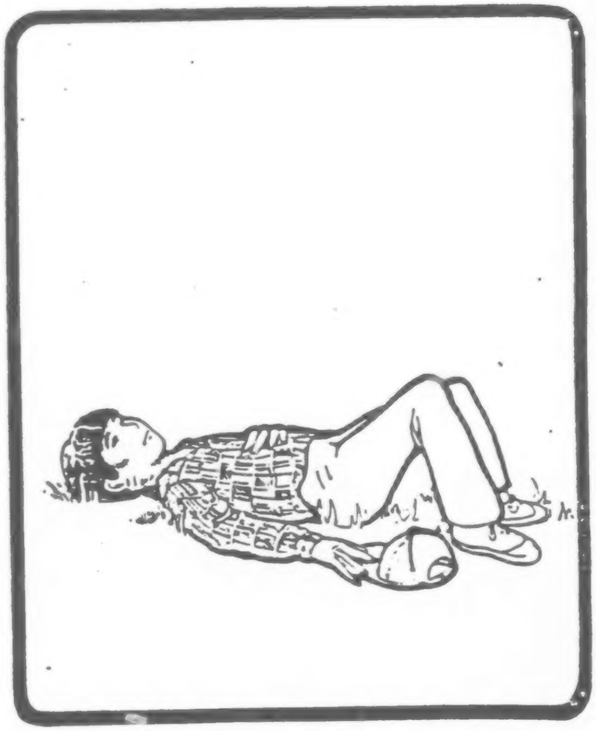
1. six beavers
2. I am giving you two cats.
3. I am giving him ten beavers.
4. I will give you seven dogs.
5. I have three rabbits.
6. I have ten dogs.
7. Now I have three cats.

LESSON 20
Counting People

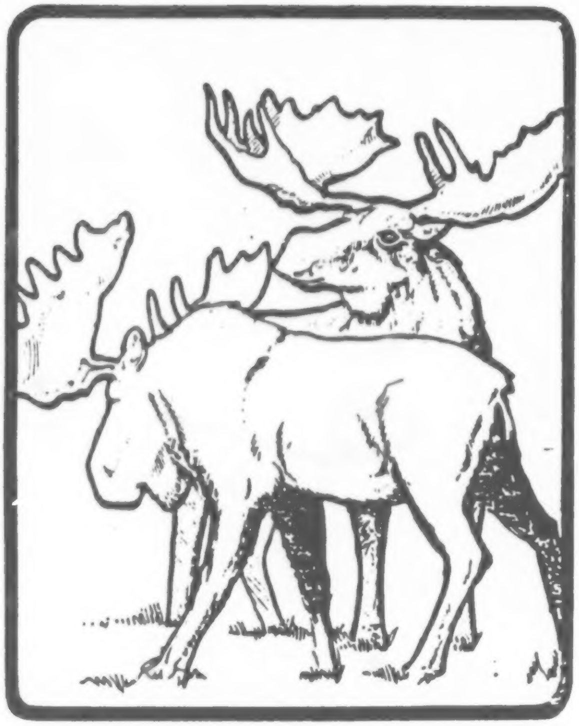
When you are counting or numbering people, you use a different set of numbers than you do for non-humans:



łeek k'eełakk'ee

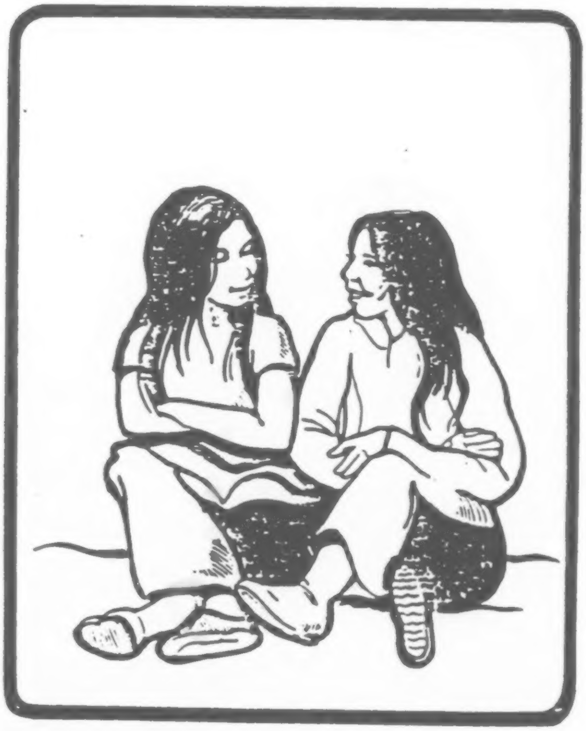


keel k'eełakk'anh



dineega niteekk'a

soɨt'in niteehna



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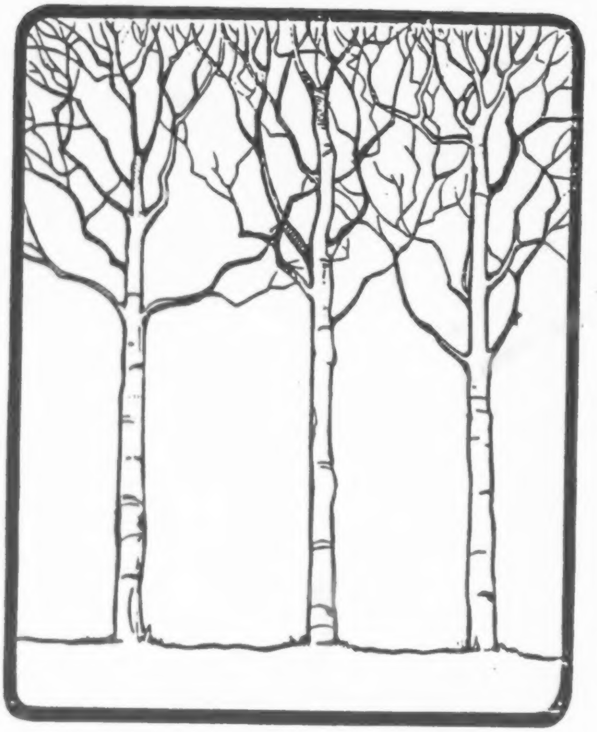
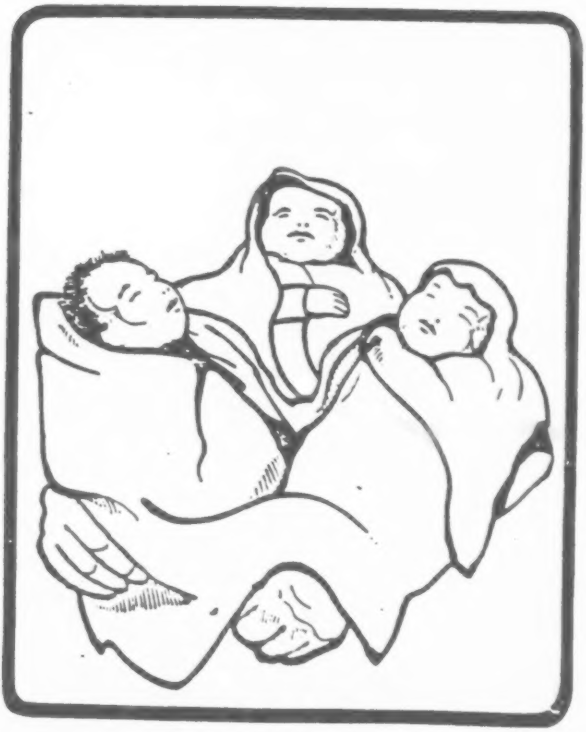
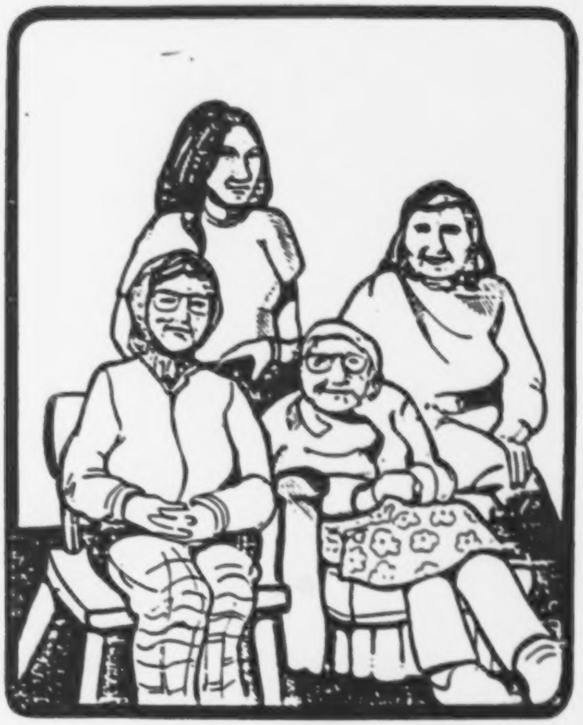


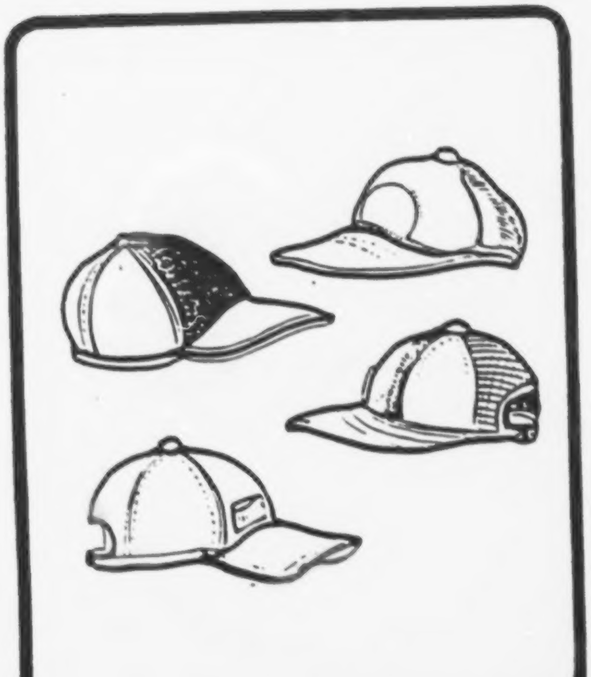
kk'eeyh tokk'ee



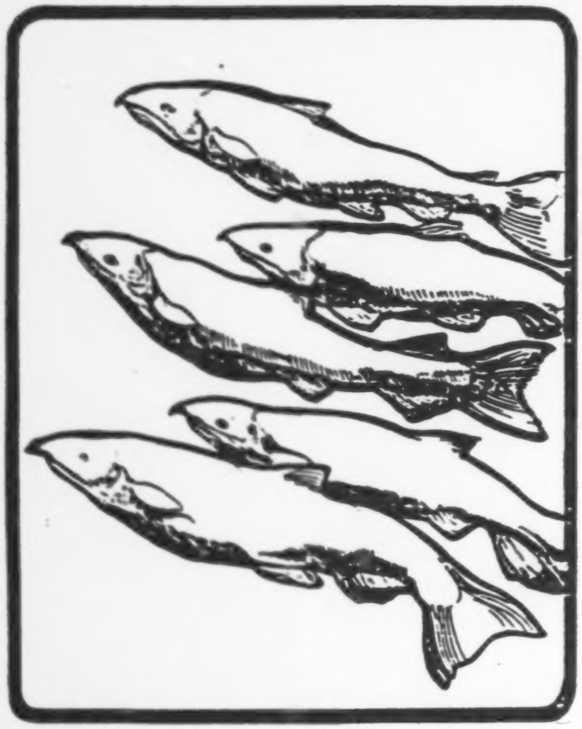
yagganh yoz tohna



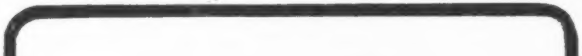
sołt'in diniyhna



ts'ah dink'ee



łookk'a k'eeɨts'idnaala



dinaa yoo k'eeɨts'idnaalna

VOCABULARY

k'eełakk'anh	one person
niteehna	two people
tohna	three people
diniyhna	four people
k'eełts'idnaalna	five people
neełkk'aatohna	six people
donaan niteehna	seven people
neełkk'aa diniyhna	eight people
donaan diniyhna	nine people
k'eełhudaaltonhna	ten people

EXERCISE

Translate the following into Koyukon:

1. seven mink
2. six babies
3. two boys
4. three beavers
5. three men
6. four children

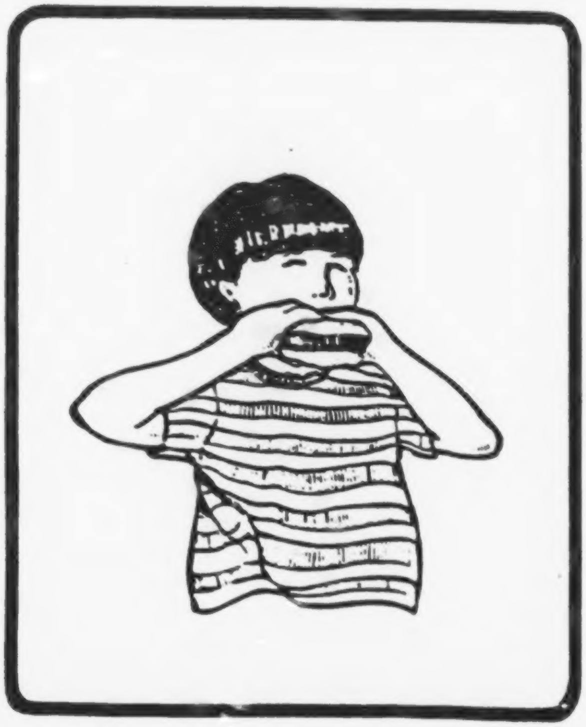
Translate the following into English:

7. saakkaaya diniyhna
8. dinaa tohna
9. dikahona dink'ee
10. ts'ibaa tokk'ee
11. sołt'in niteehna

LESSON 21
The Verb 'to eat'

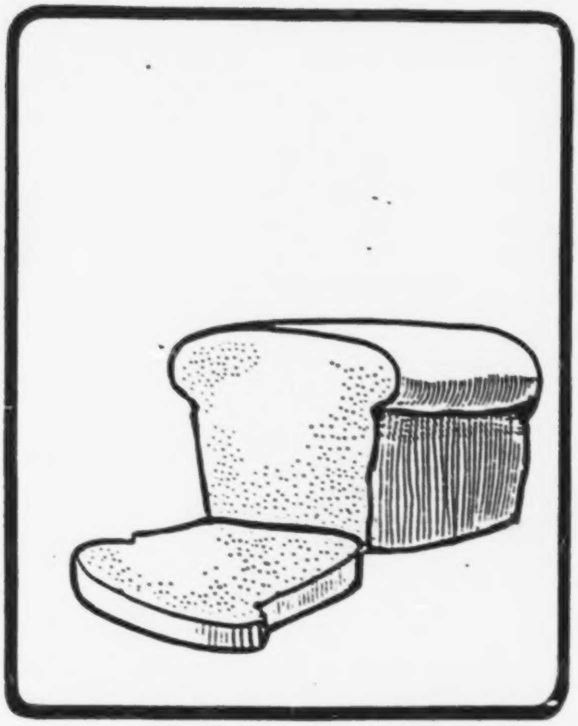
Transitive verbs are verbs which have both a subject and an object. Intransitive verbs have a subject, but no object. In English, the verb 'to eat' can be used either as a transitive verb ('He ate food') or an intransitive verb ('He ate'). In Koyukon, the prefix k'i- is used to make the verb 'to eat' an intransitive verb. If this prefix is not used, then the sentence needs a direct object:

Sookaanee ahonh.	'He is eating bread.'
K'ahonh.	'He is eating.'



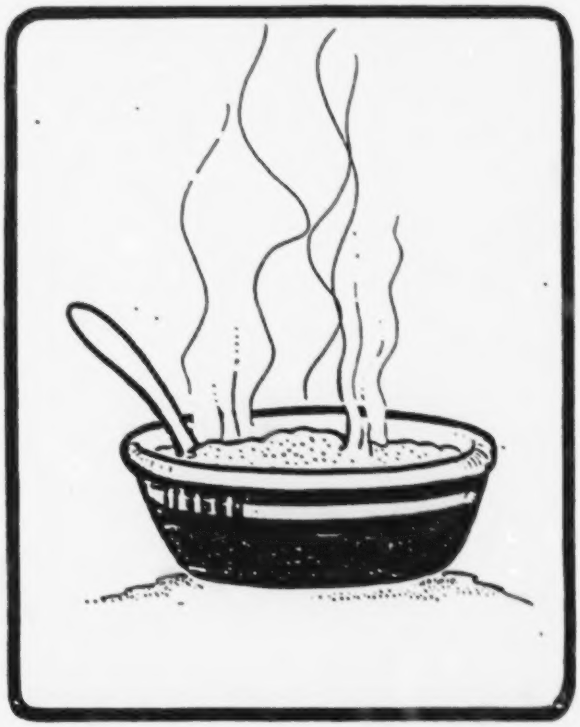
Keel k'ahonh.

K'ahonh.



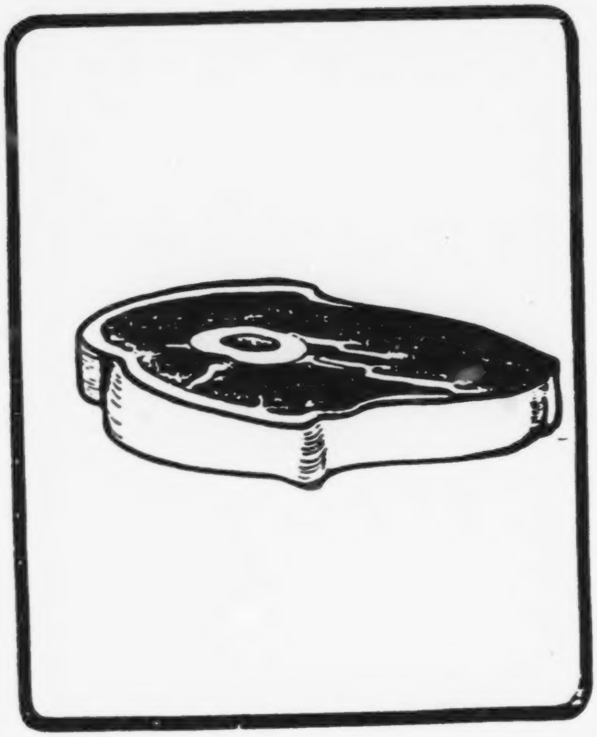
Go eesee sookaanee.

Keel sookaanee ahonh.



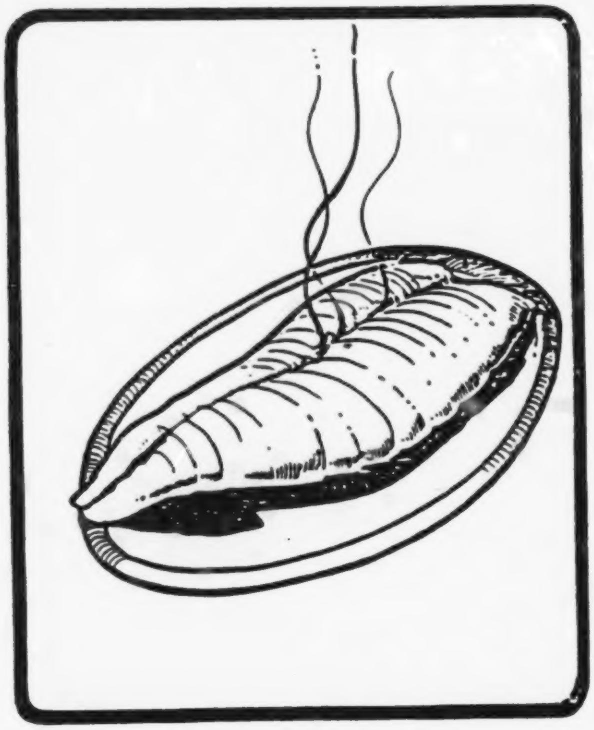
Go eesee nildluda.

Keel nildluda ahonh.



Go eesee nilaana.

Keel nilaan ahonh.



Go eesee łookk'a.

Keel łookk'a ahonh.

Below are the forms for first ('I') and second ('you') person singular in both the intransitive (with k'i-) and transitive:

k'asonh/asonh	I am eating
k'eehonh/nahonh	You are eating

VOCABULARY

nildluda	mush
sookaanee	bread
łookk'a	fish
lagguna	dry fish
k'ahonh/ahonh	he/she/it is eating
k'isonh/asonh	I am eating
k'eehonh/nahonh	you are eating

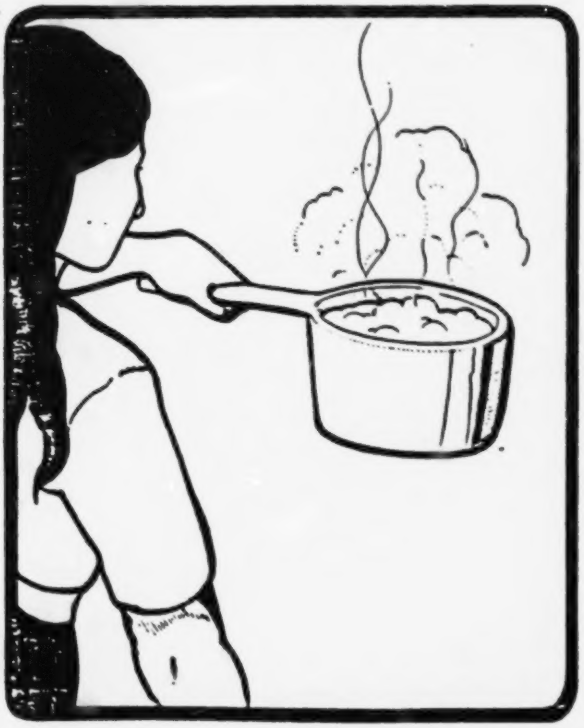
EXERCISE

Translate the following sentences into Koyukon:

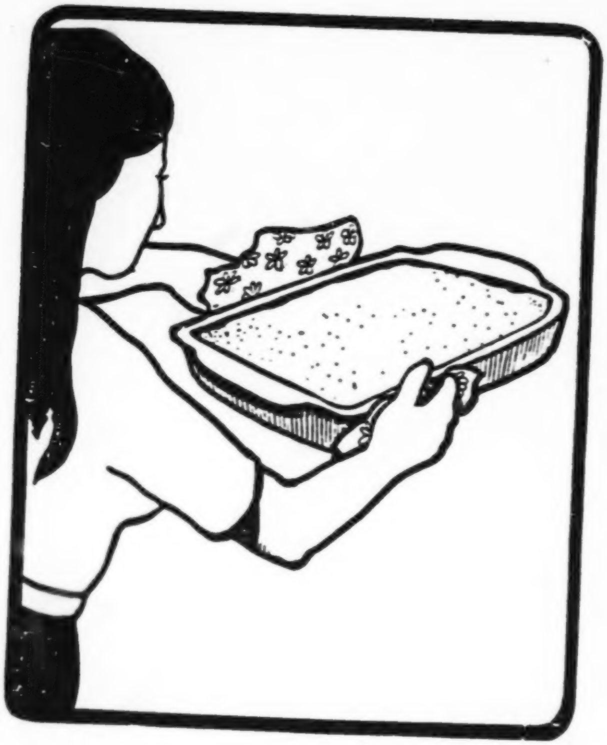
1. I am eating bread.
2. I am eating meat.
3. You are eating mush.
4. Eat mush!
5. You are eating.
6. He is eating dry fish.
7. She is eating fish.
8. I am eating.
9. Eat!

LESSON 22
Verbs of Cooking

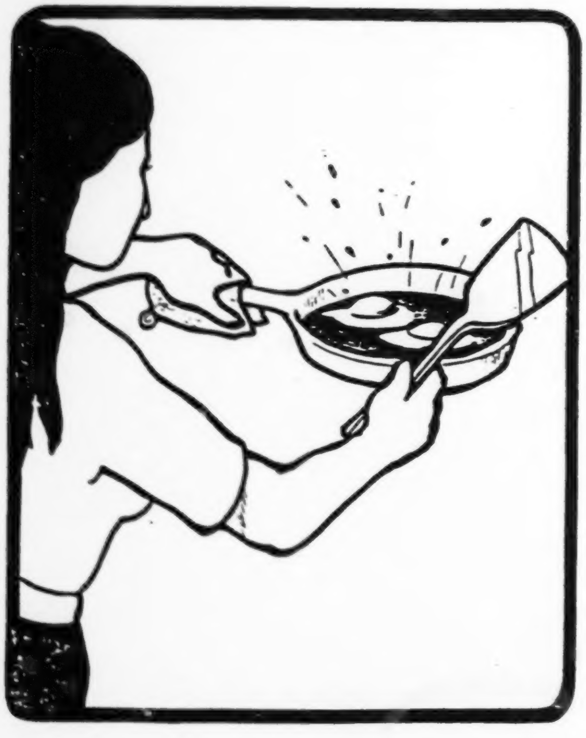
The use of the prefix k'i- is used to make the verbs in this section intransitive in the same way it was used in Lesson 21 to make the verb 'to eat' intransitive.



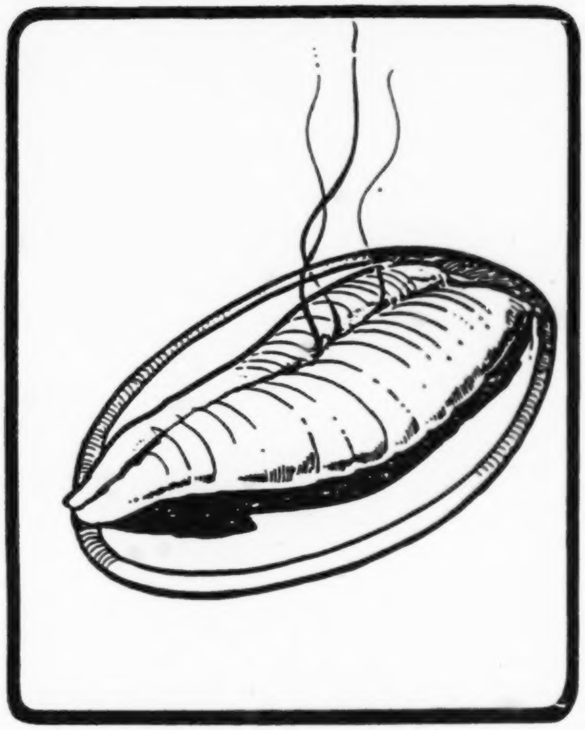
Soɨt'aanh k'iɨbaats.



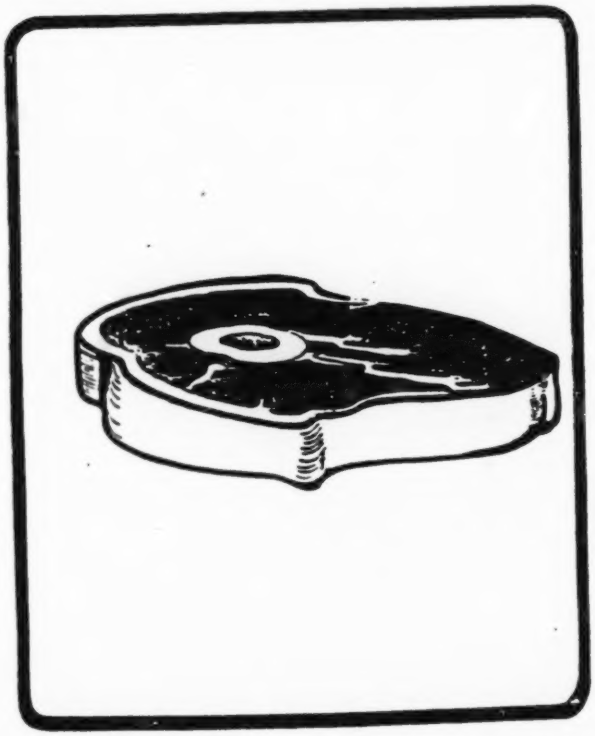
Sołt'aanh hʉyee k'iłt'aał.



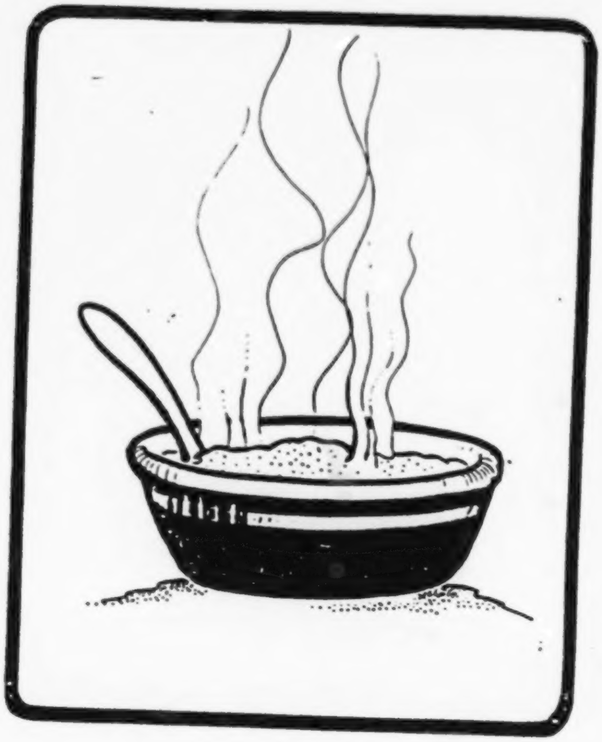
Sołt'aanh k'iłt'aał.



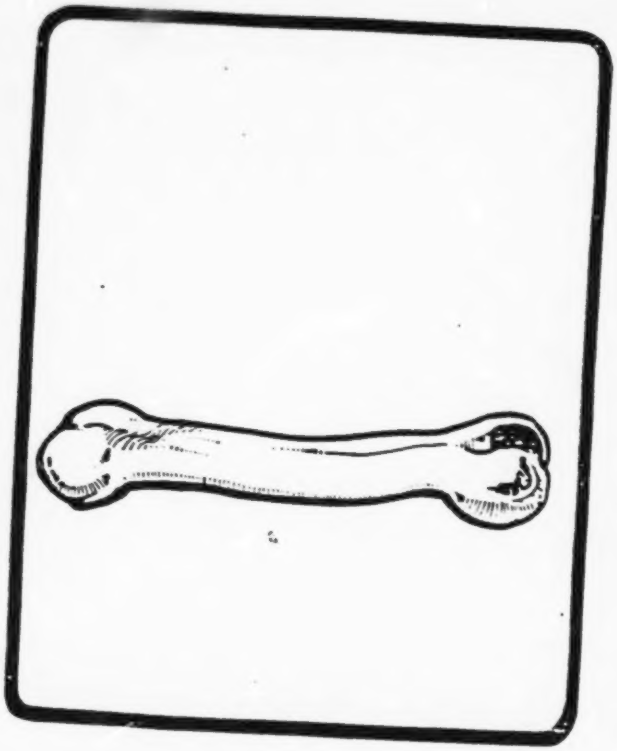
Łookk'a ałt'aał.



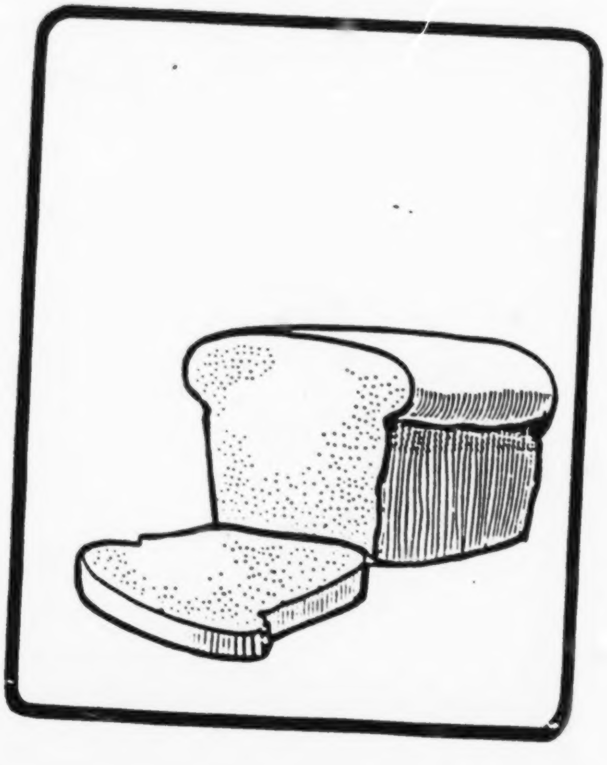
Nilaan ałt'aał.



Nildluda aɨbaats.



Tɨ'inh aɨbaats.



Sookaanee aɨt'aaɨ.

VOCABULARY

tł'inh	bone
k'iłbaats	he/she is boiling something
____ałbaats	he/she is boiling ________
k'iłt'aał	he/she is frying/baking something
____ałt'aał	he/she is frying/baking ________

EXERCISE

Translate the following into Koyukon:

1. The boy is boiling mush.
2. The man is frying meat.
3. She is baking bread.
4. The man is baking something.
5. The woman is boiling something.

Translate the following into English:

6. Sołt'aanh nildluda atłbaats.
7. K'iłt'aał.
8. Dinaa tł'inh atłbaats.
9. Keel k'iłbaats.
10. Sołt'aanh nilaan ałt'aał.

LESSON 23
Cooking Verbs Continued

VOCABULARY

dost'aanh	what am I doing?
k'eełbaats	you are boiling something
____ niłbaats	you are boiling ________
k'itłbaats	I am boiling something
_____ atłbaats	I am boiling __________
k'eełt'aał	you are frying/baking something
____ niłt'aał	you are frying/baking _________
k'itłt'aał	I am frying/baking something
____ atłt'aał	I am frying/baking _________
gin	what

EXERCISE

Translate the following sentences into Koyukon:

1. What are you frying?
2. Mary is frying meat.
3. You are boiling mush.
4. What am I boiling?
5. I am frying fish.
6. You are boiling a bone.

7. I am baking bread.

8. I am boiling meat.

LESSON 24
Yes-No Questions

In both English and Koyukon, there are two ways of asking questions. One way requires and answer of *yes* or *no*, the other requires a more substantial answer. In Koyukon, any sentence can be transformed into a yes-no question by adding a -(*h*)*ee*' to the end of the verb. The *h* is used if the verb ends in a vowel. For example:

Lido. 'He is sitting.' Lidohee'? 'Is he sitting?'
Neeyo. 'He came.' Neeyohee'? 'Did he come?'

If the verb ends in a consonant, then the question ending is -ee', and the final consonant of the verb changes to the same consonant it would if it was followed by the possession suffix (see lesson 12):

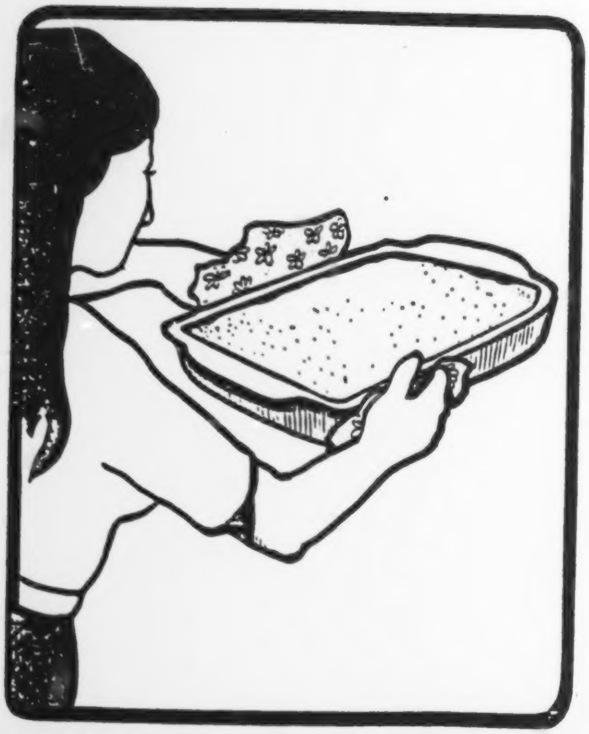
Atsah. 'He is crying.' Atsaghee'? 'Is he crying?'
K'eehonh. 'You are eating.' K'eehonee'? 'Are you eating?'
K'iłbaats. 'She is boiling something.'
K'iłbaadzee'? 'Is she boiling something?'

EXERCISE

Translate the following questions into Koyukon:

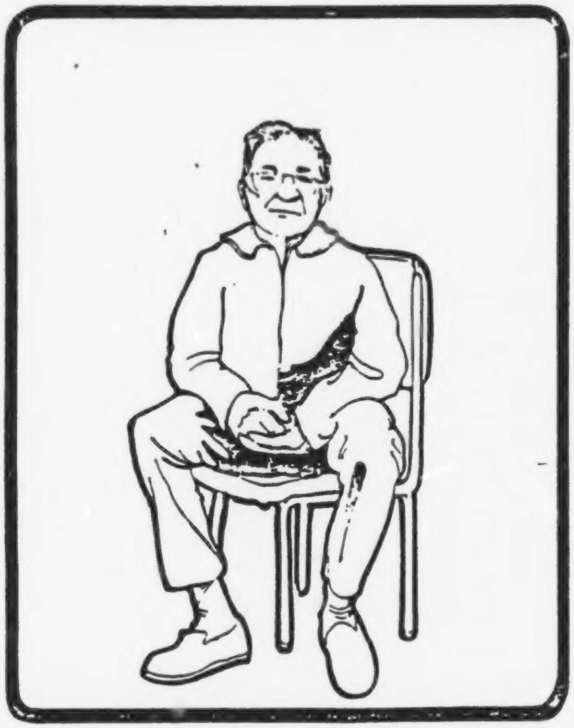
1. Is the man standing?
2. Is it raining?
3. Did it snow?
4. Is the woman crying?
5. Are you sitting?
6. Is the boy frying something?
7. Is she standing?

Answer the questions under each picture with oho' or nideenh:



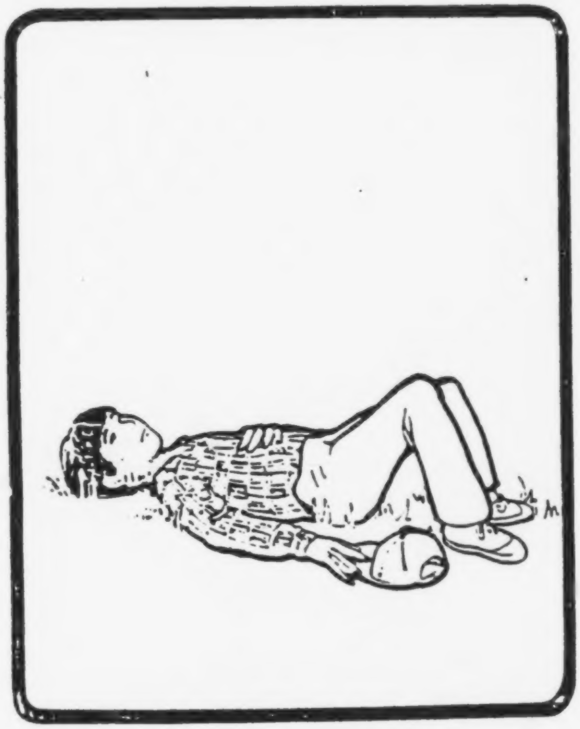
Sołt'aanh k'iłt'aalee'?

8. ______________________________



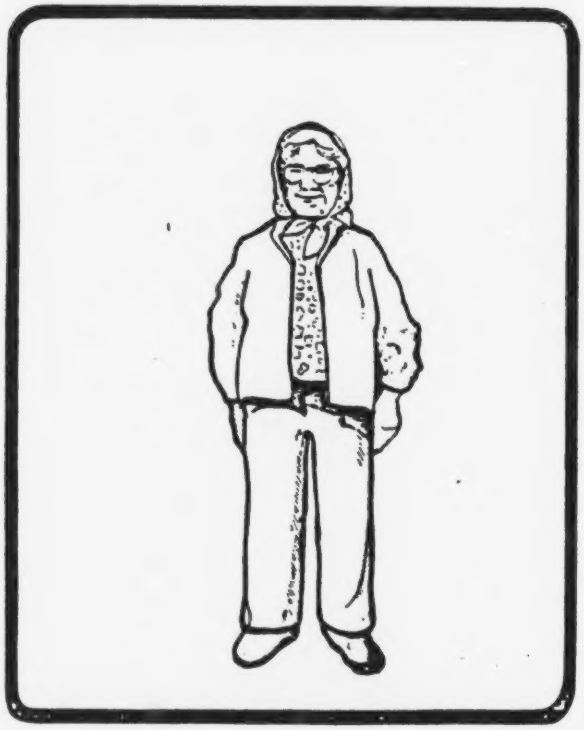
Dinaa lidohee'?

9.________________________________



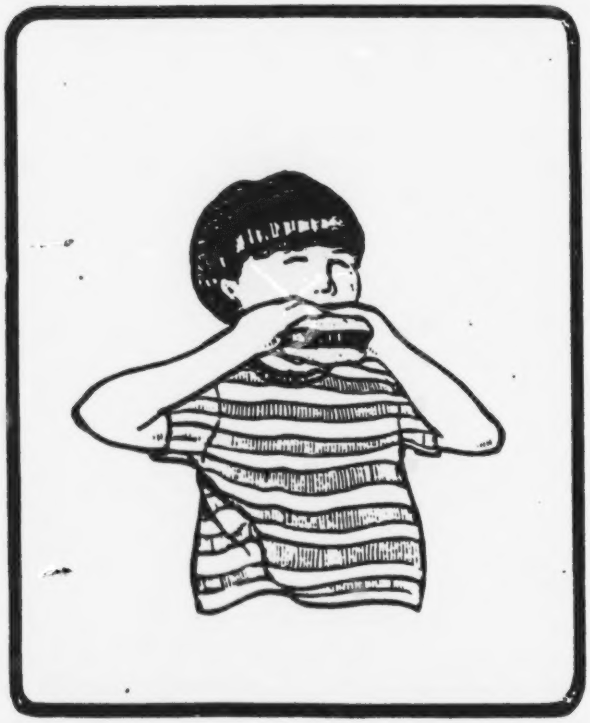
Keel lahaanee'?

10.________________________________



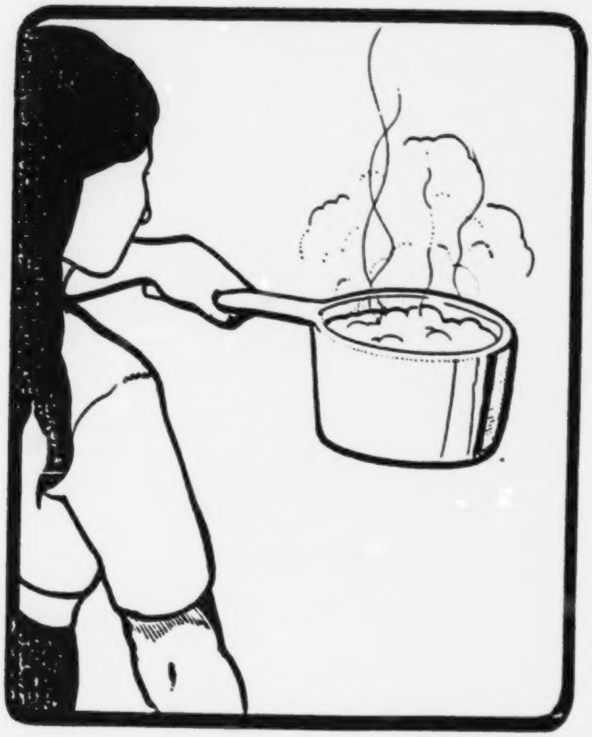
Sołt'aanh lahaanee'?

11.______________________________



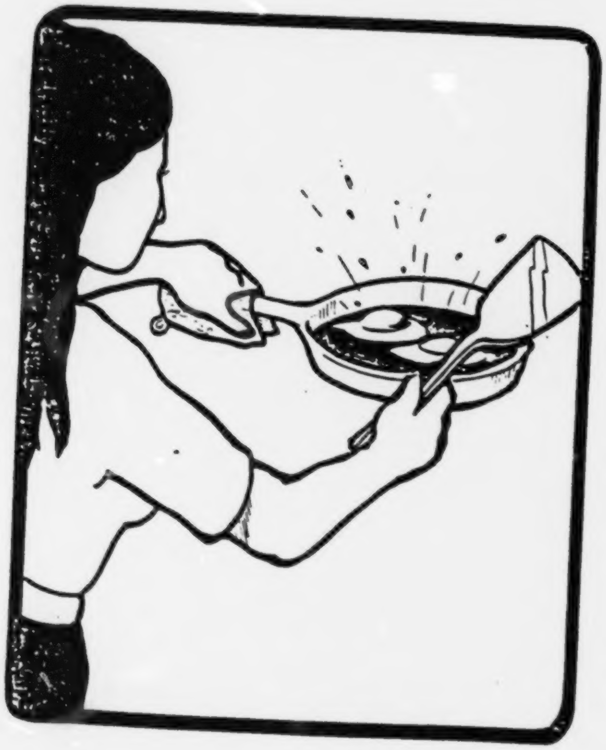
Keel atsaghee'?

12.______________________________



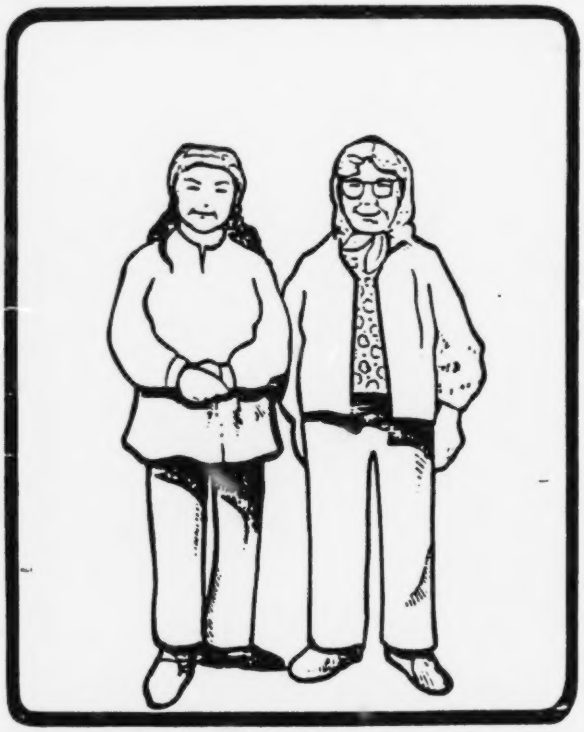
Sołt'aanh k'iłbaadzee'?

13. ______________________________



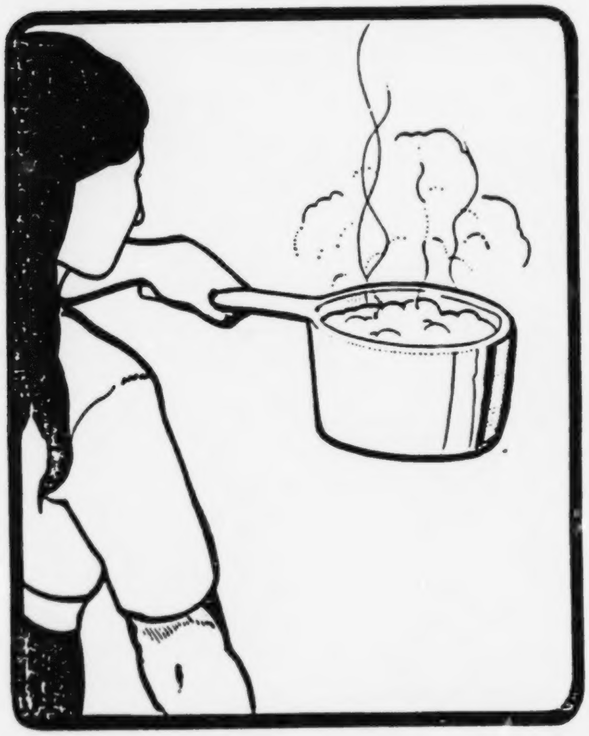
Sołt'aanh k"iłbaadzee'?

14. ______________________________



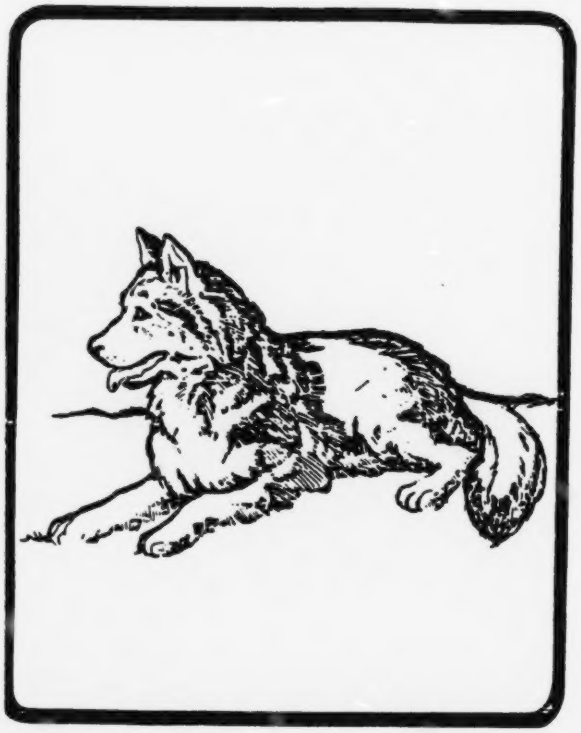
Soɫt'in atsaghee'?

15. ______________________



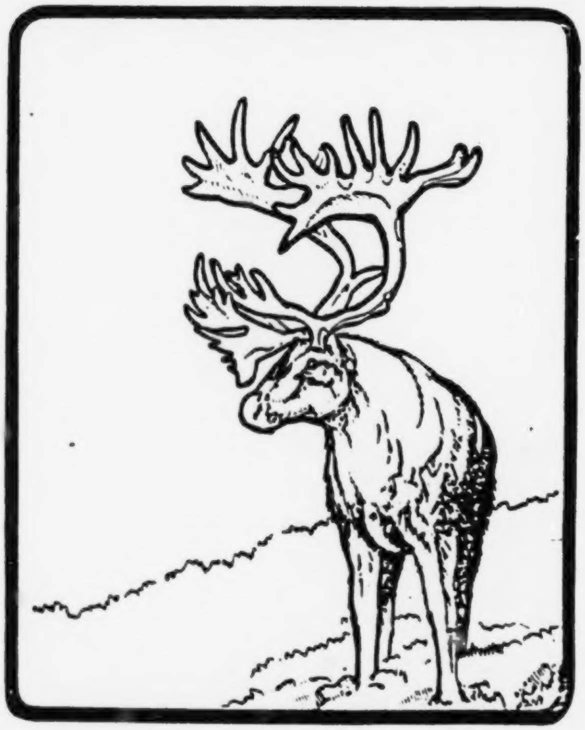
Soɫt'aanh k'ilbaadzee'?

16. ______________________



Łeek lidohee'?

17.______________________________



Bidziyh lahaanee'?

18.______________________________

LESSON 25
Human Demonstratives

VOCABULARY

A different set of words is used to mean 'this' and 'that' when referring to humans:

dibaa	who
goninh	this person
eeydinh	that person (near hearer)
nʉghʉninh	that person (away from hearer)
____ ant'aa goninh	this is ____
go eesee ____	this is ____
____ ant'aa eeydinh	that is ____
eesee ____	that is ____
____ ant'aa nʉghʉnee	that is ____ .
nʉgh ees ___	that is ____

EXERCISE

Translate the following phrases into English:

1. Dibaa eeydinh?
2. Dibaa nʉghʉninh?
3. Go eesee Mary.

4. Nʉgh ees Mary.

5. Eesee Mary.

6. Mary ant'aa goninh.

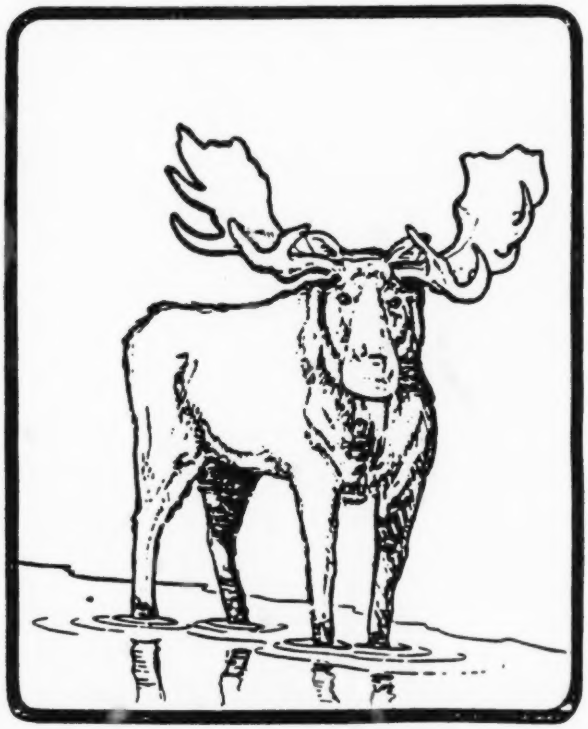
7. Mary ant'aa nʉghʉninh.

8. Mary ant'aa eeydinh.

LESSON 26
Review

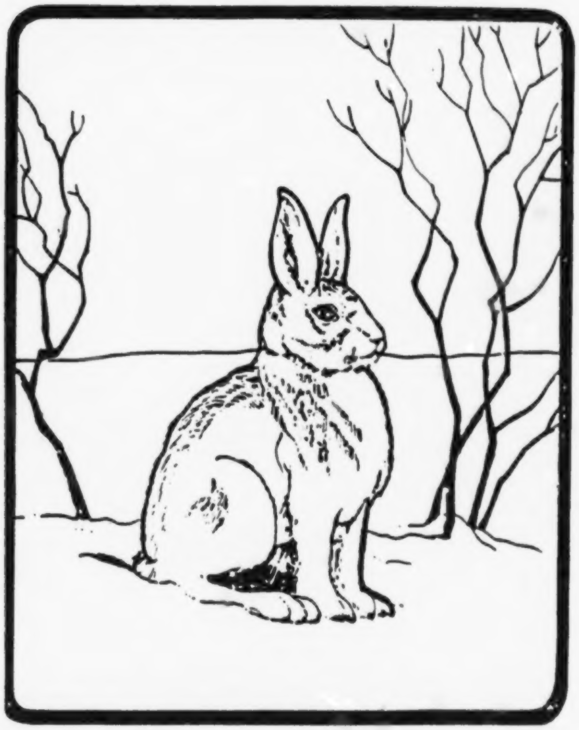
EXERCISE

Answer the question by each picture. If the answer is no, then give the correct sentence describing the picture. For example, if the question under a picture of a boy eating is Sołt'aanh k'ahonee'?, your answer should be Nideenh, keel k'ahonh.. If the answer is yes, then repeat the correct sentence in non-question form. For example, if the question under a picture of a boy lying down was Keel litaanee'?, your answer should be Oho', keel litaanh:



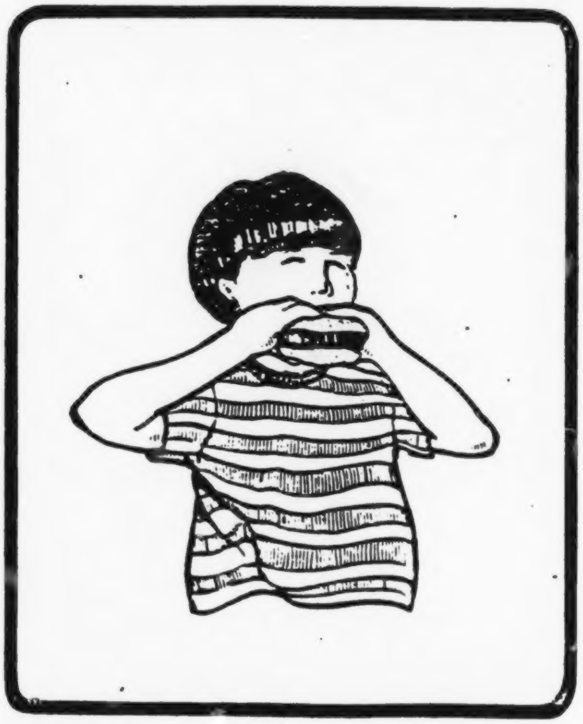
Dineega lidohee'?

1. ______________________________



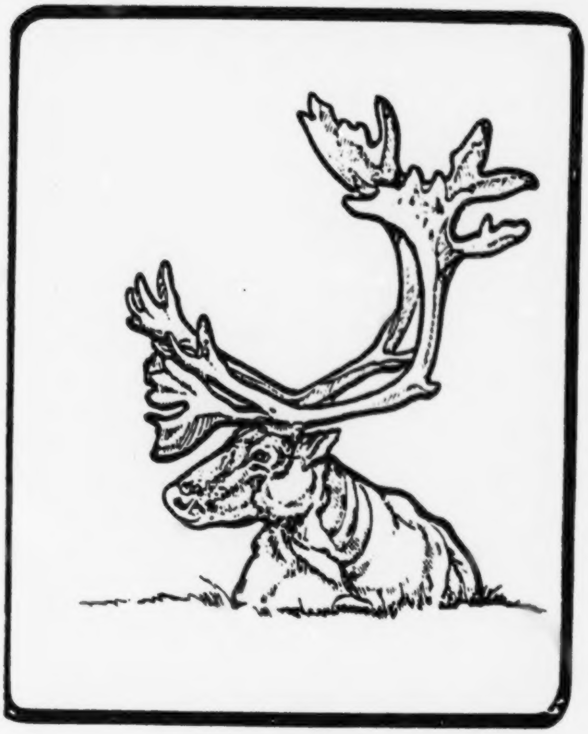
Dineega lidohee'?

2.______________________________



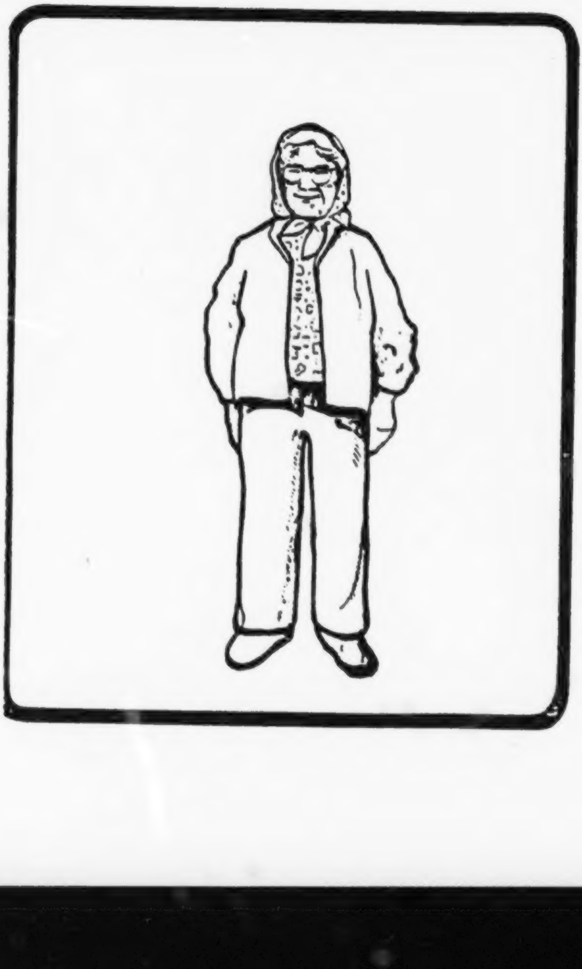
Sołt'aanh k'ahonee'?

3. ______________________________



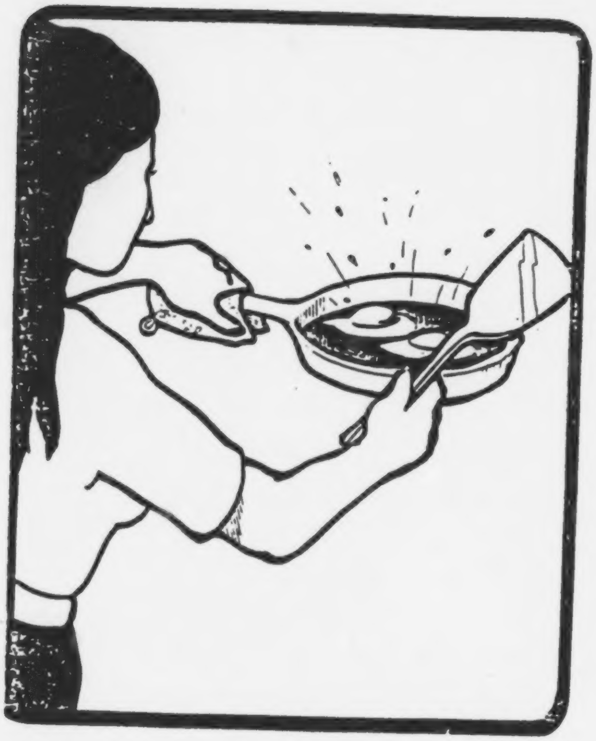
Bidziyh litaanee'?

4. ______________________________



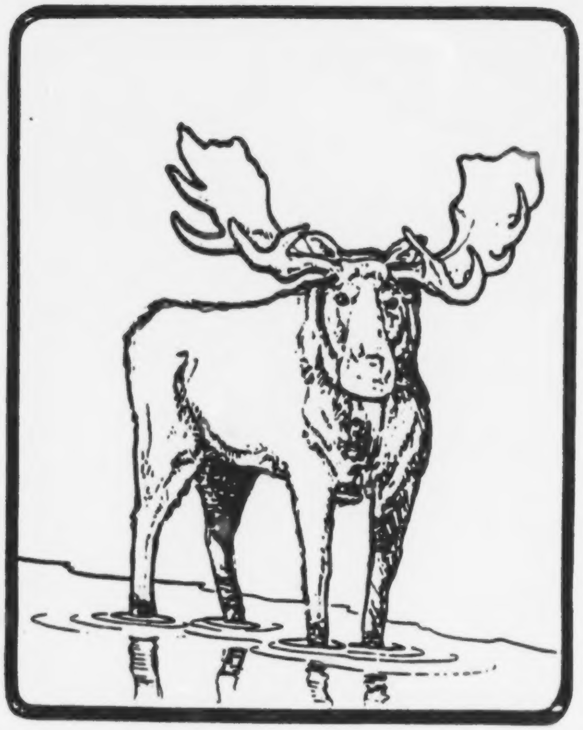
Soɨt'aanh lahaanee'?

5. ______________________________



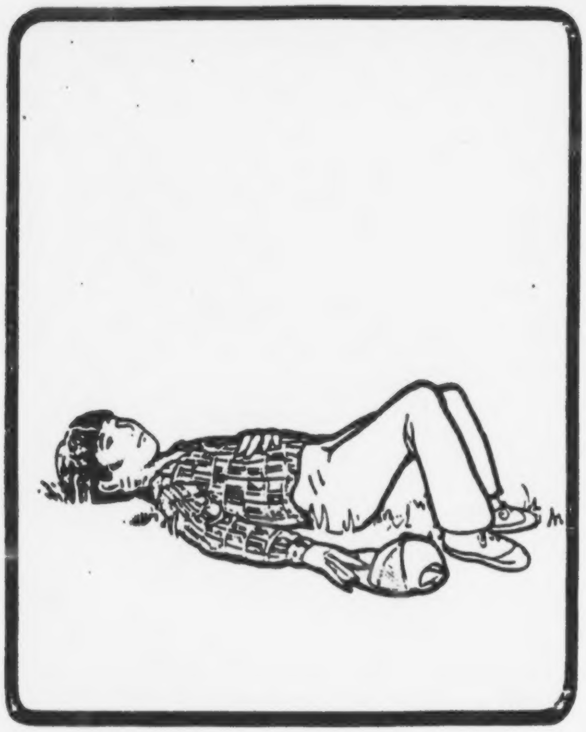
Soɫt'aanh k'iɫt'aalee'?

6.________________________________



ɫeek lahaanee'?

7.________________________________

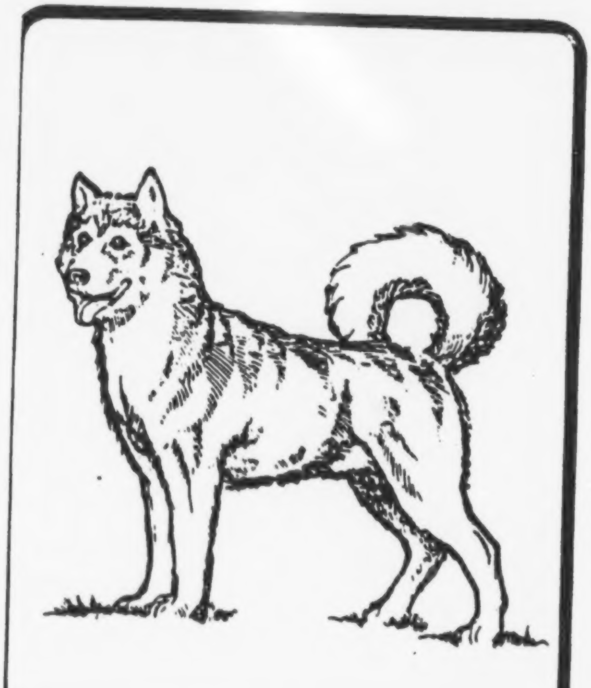


Bidziyh litaanee'?

8. ______________________________

Łeek lahaanee'?

9. ______________________________



LESSON 27
Verbs of Crying Out

In the following stories, there are four verbs of crying out. The third person singular form (he/she/it) if each of these verbs is presented below:

atsah	he/she/it is crying
aził	he/she/it is yelling
ats'ooh	he/she/it is screaming
akk'oyh	he/she/it is crying hard

These verbs are intransitive, that is they do not take a direct object. They may be made into transitive verbs by the addition of a \. When this is done they take on the meaning 'to cause to:'

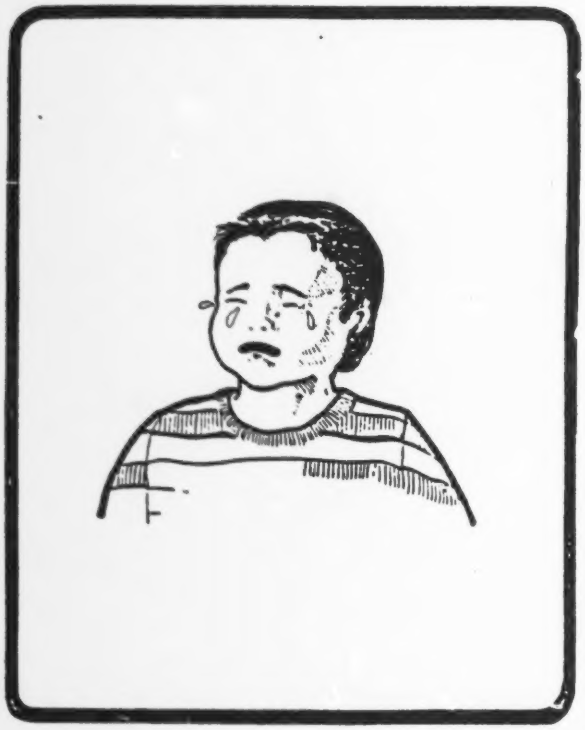
yiłtsah	he is making her cry
yiłził	he is making her yell
yiłts'ooh	he is making her scream
yiłkk'oyh	he is making her cry hard

In the sentences above, the yi- at the beginning of the verb represents the direct object--'her' in the examples given. The other prefixes are:

si-	'me'	siłtsah 'he is making me cry'
ni-	'you'	niłtsah 'he is making you cry'
yʉh-	'you guys'	yʉhʉłtsah 'he is making you guys cry'

(the 'they' form will be given later)

STORY I



Go eesee Johnny.

Johnny atsah.

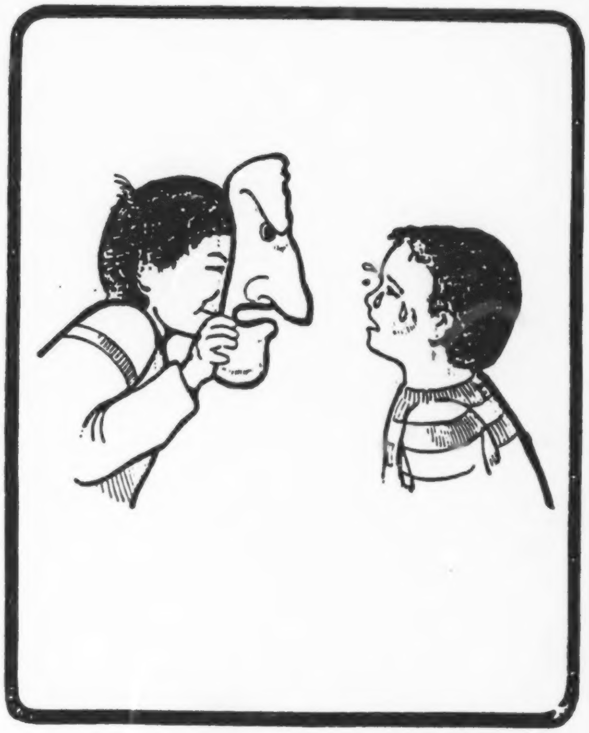
This is Johnny.

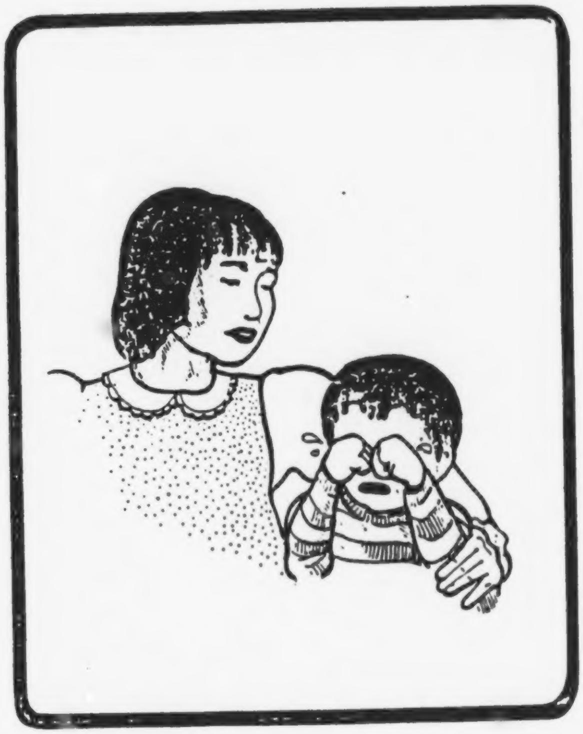
Johnny is crying.

Tommy Johnny ałtsah, yiłtsah.

Tommy is making Johnny cry,

he is making him cry.





"Johnny, dodeenee?"

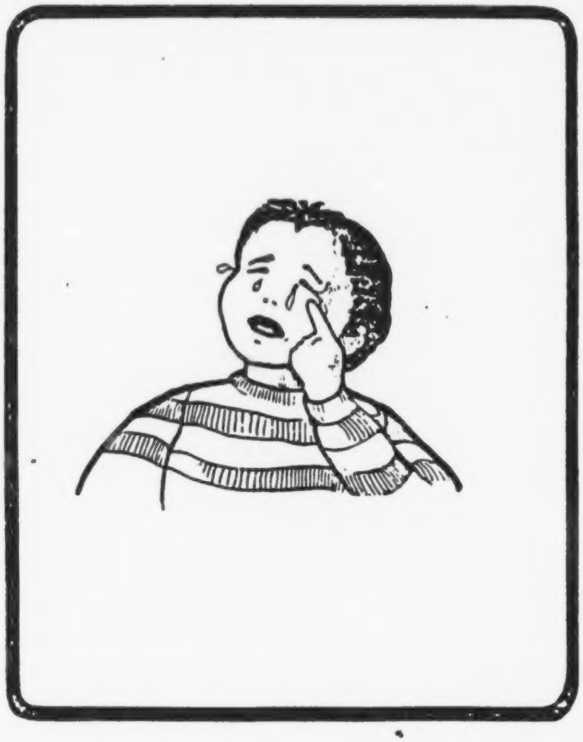
nee go Mary.

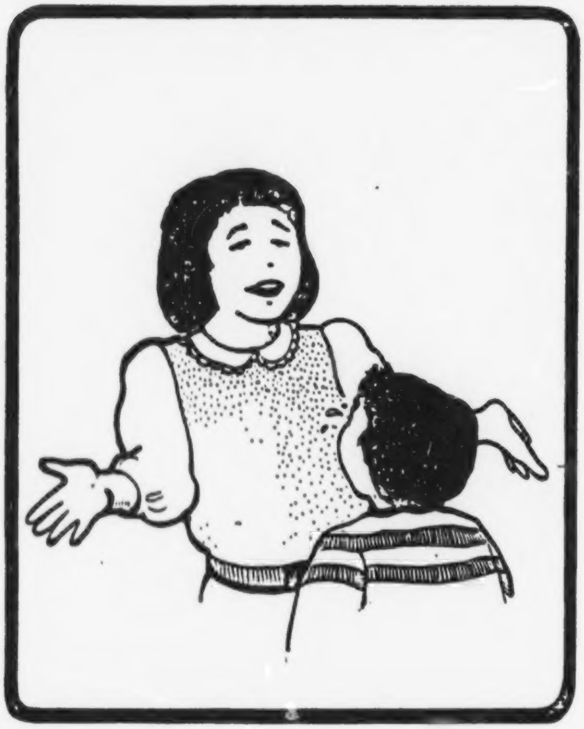
"Johnny what are you doing?"

asked Mary.

"Astsah."

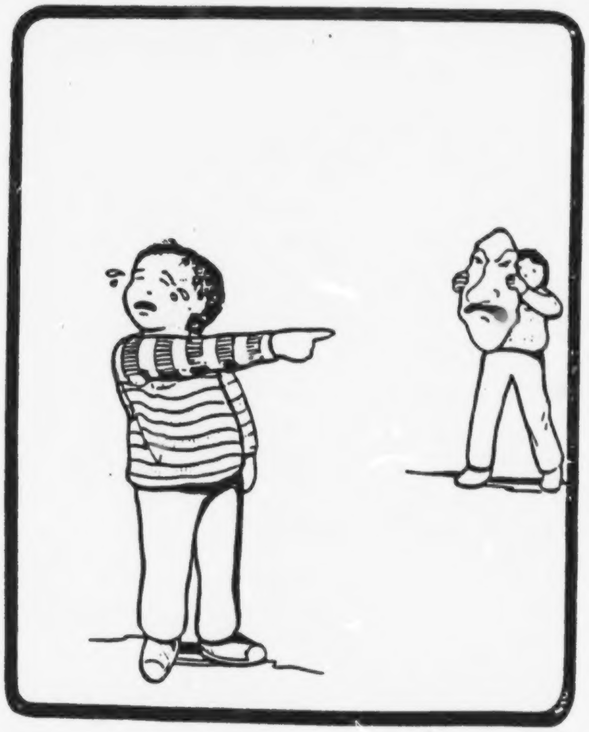
"I am crying."





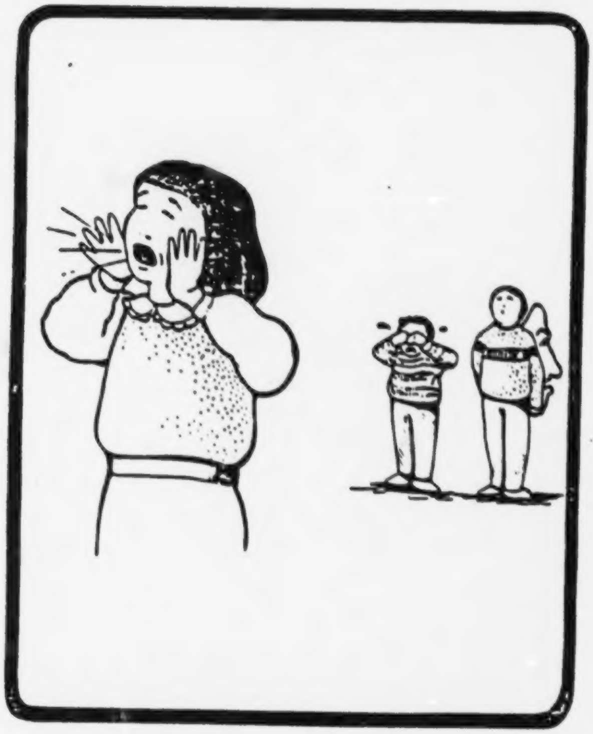
"Ginghu go nitsah?"

"Why are you crying?"



"Tommy siłtsah."

"Tommy is making me cry."

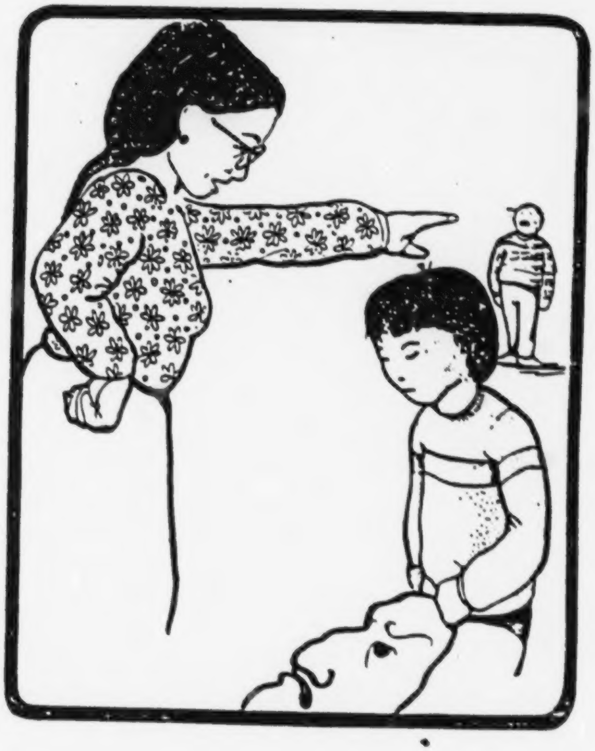


Mary donh okko aziɫ.

"Eenaa! Tommy Johnny aɫtsah

Mary yelled for her mother.

"Mom! Tommy is making Johnn
cry."

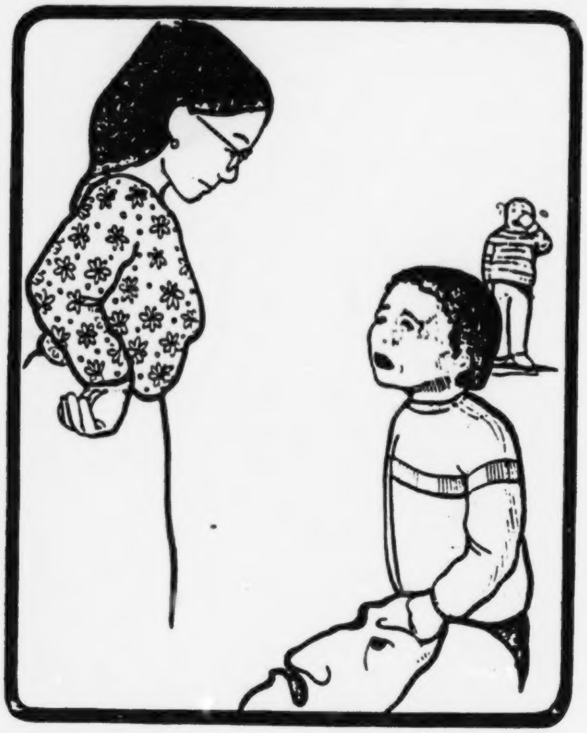


Go habaanh, "Tommy, Johnny

niɫtsaghee'?" yiɫnee.

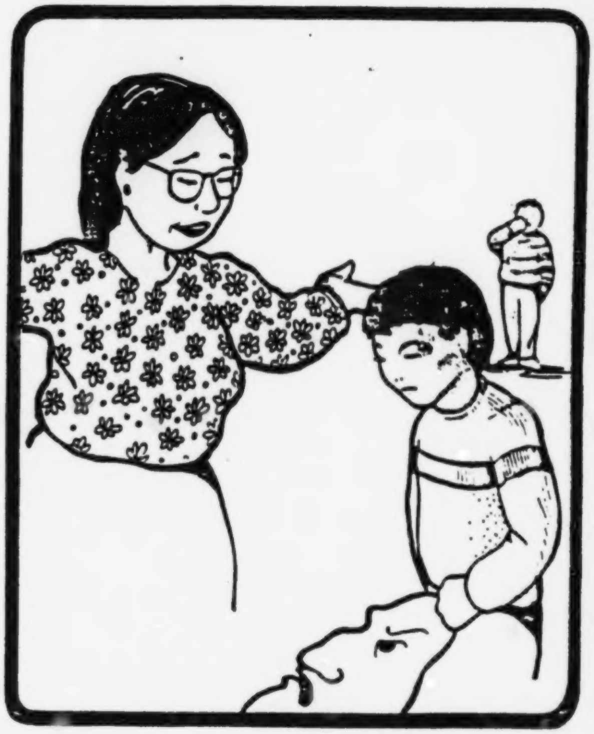
Their mother asked, "Tommy

are you making Johnny cry?"



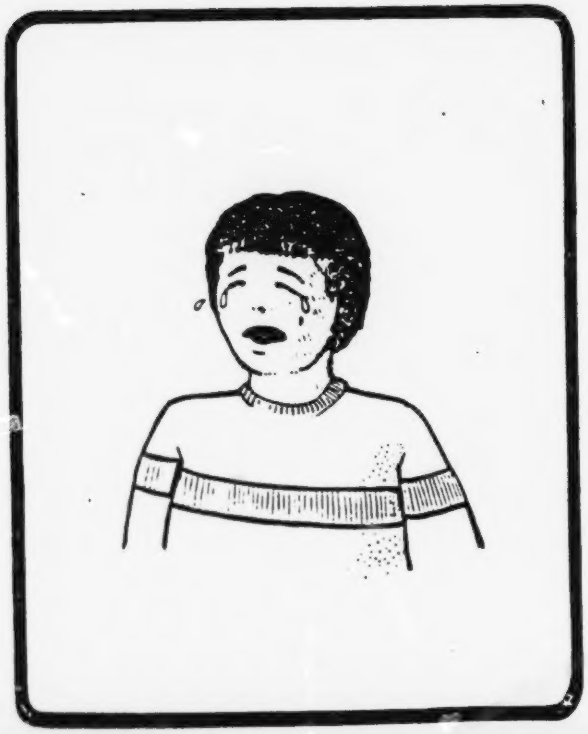
"Oho!"

"Yes"



"Nidaakoon nikitł'a niłtsah?"

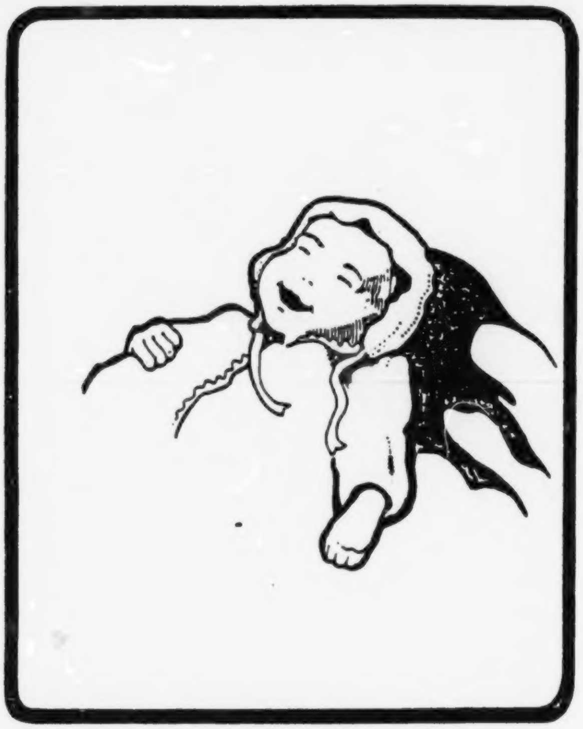
"Why are you making your brother cry



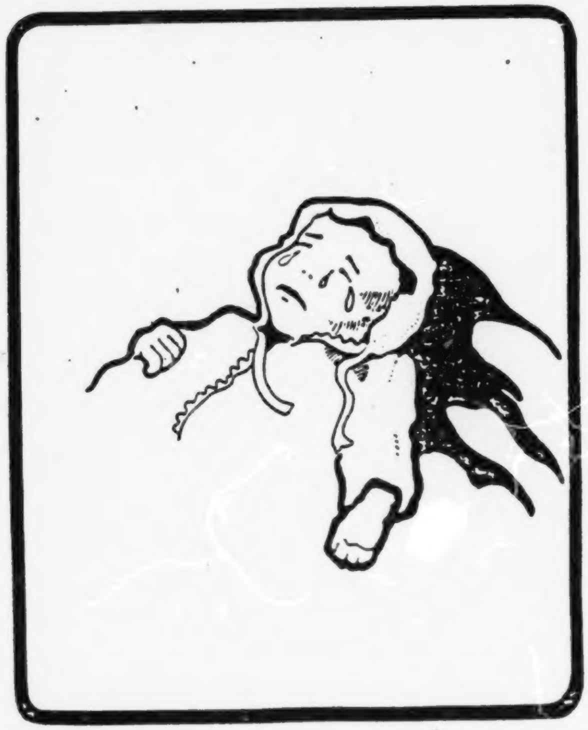
Kk'ʉdaa Tommy atsah.

. Now Tommy is crying.

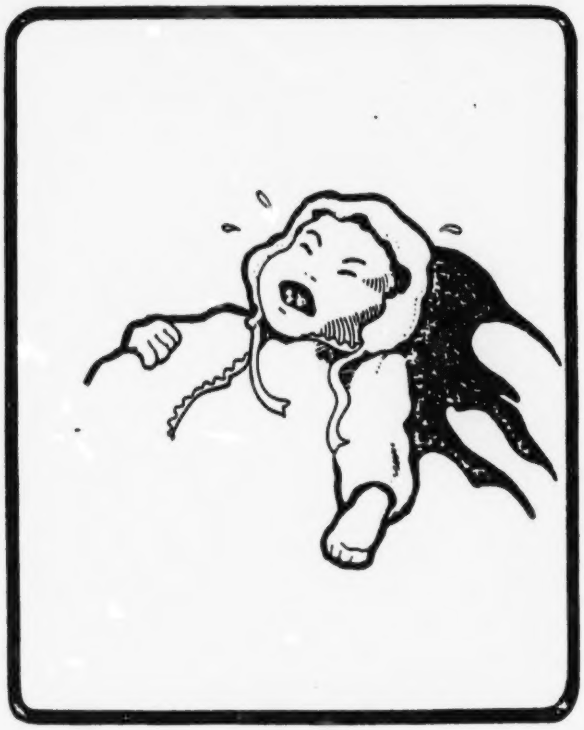
STORY II



Go eesee yagganh yoza.

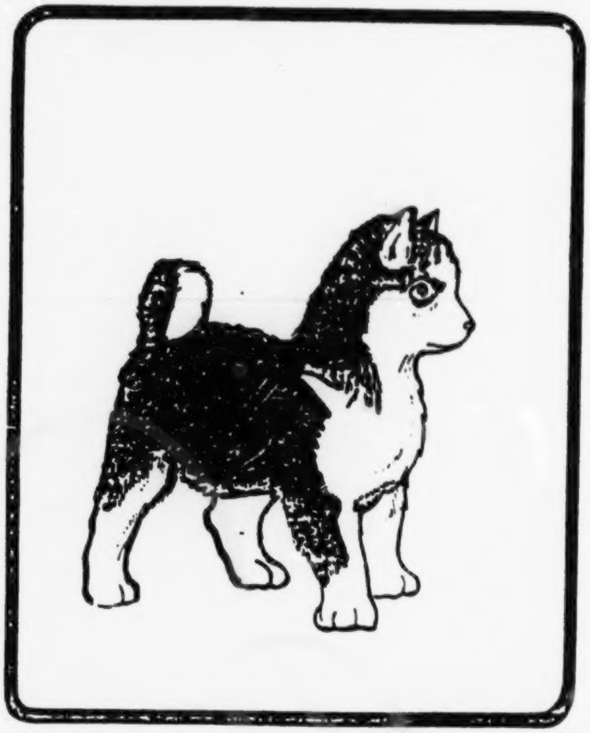


Yagganh yoz atsah.



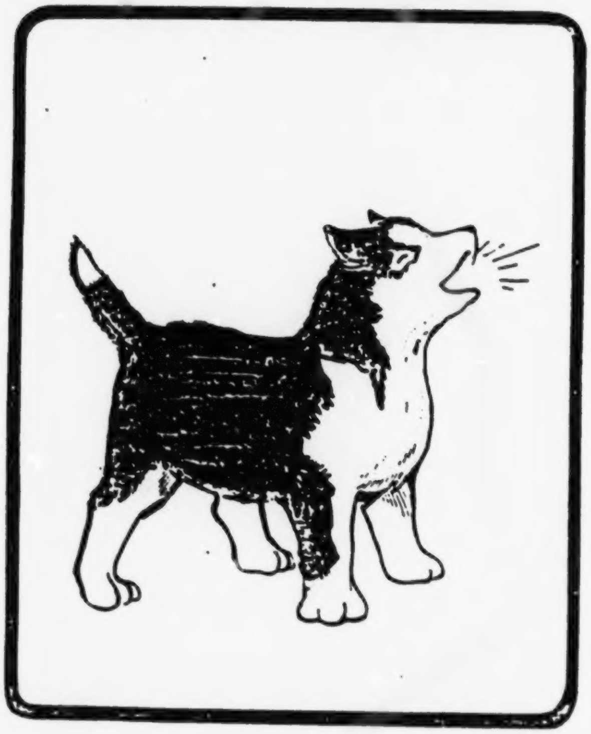
Yagganh yoz gheetsaah. Kk'ʉdaa akk'

STORY III



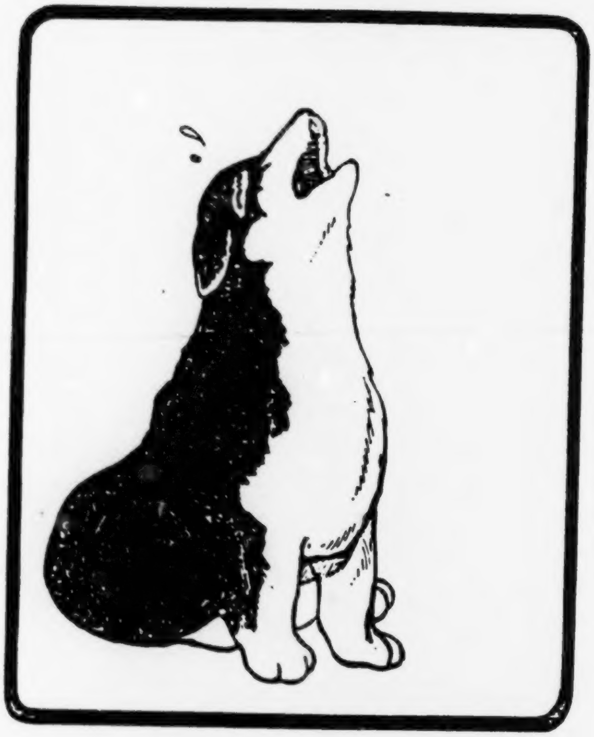
Go eesee łeek'oza.

This is a puppy.



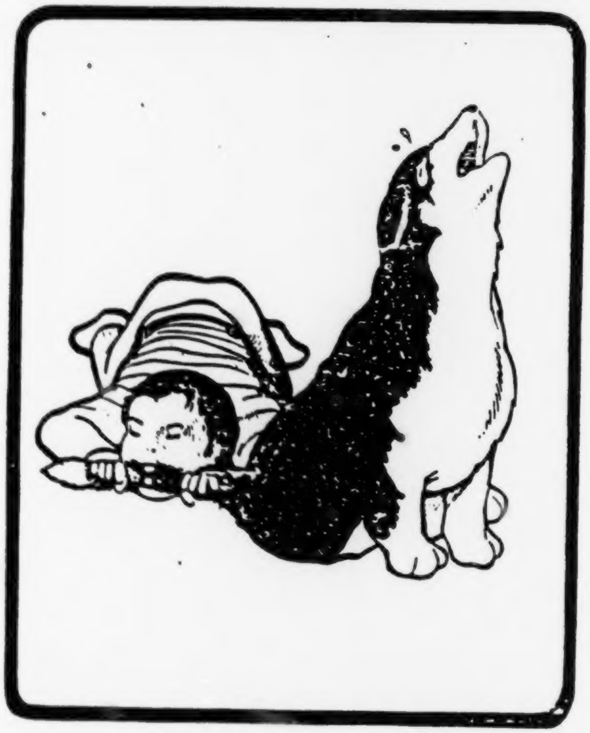
Łeek'oz aził.

The puppy is hollering.



Kk'ʉdaa łeek'oz ats'ooh.

Now the puppy is screaming.



Johnny łeek'oz ałts'ooh.

Johnny is making the puppy scream.

PATTERNS

Below is the conjugation for 'cry:'

astah	I am crying
nitsah	you are crying
atsah	he/she/it is crying
ts'itsah	we are crying
ʉhtsah	you guys are crying
hatsah	they are crying

The conjugations for the other two verbs of crying out are the same except for the last syllable (i.e. the stem)--asził 'I am yelling', etc.

Below are some forms of the verb 'to make cry:'

atłtsah	I am making him cry
nitłtsah	I am making you cry
niłtsah	you are making him cry
seełtsah	you are making me cry
yiłtsah	she is making him cry
ts'iłtsah	we are making him cry
nits'iłtsah	we are making you cry
ʉhłtsah	you guys are making him cry
sʉhłtsah	you guys are making me cry

Notice that is the direct object is he/she/it is not represented by any prefix except if the subject is also he/she/it.

EXERCISE

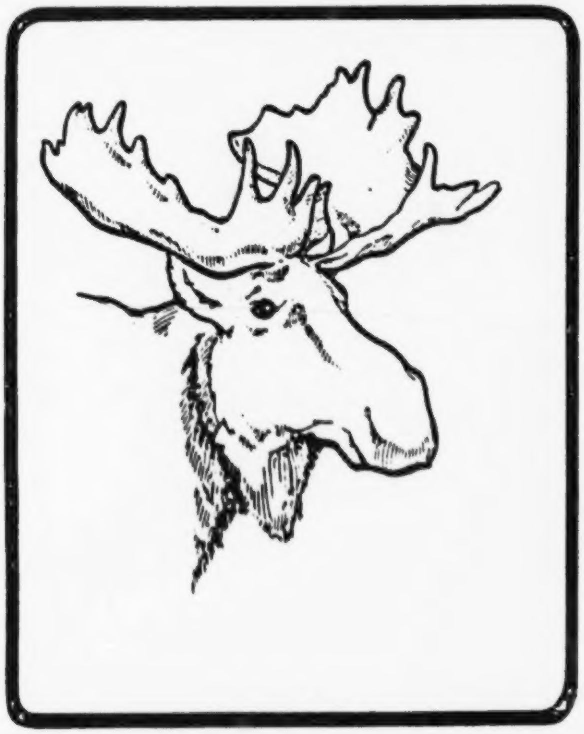
In the examples above with the verbs 'cry,' the meaning may be changed by substituting zit, kk'oyh or ts'ooh for tsah. [illegible] out how to say the following sentences:

1. She is making me yell.
2. I am making it scream
3. He is making you scream.
4. We are making you guys yell.
5. I am making you guys cry.
6. We are making you yell.
7. You are making me scream.
8. She is making him yell.
9. I am making her yell.
10. You are making him scream.
11. She is making him cry hard.
12. I am making you cry hard.
13. We are making you cry hard.
14. He is making me cry hard.

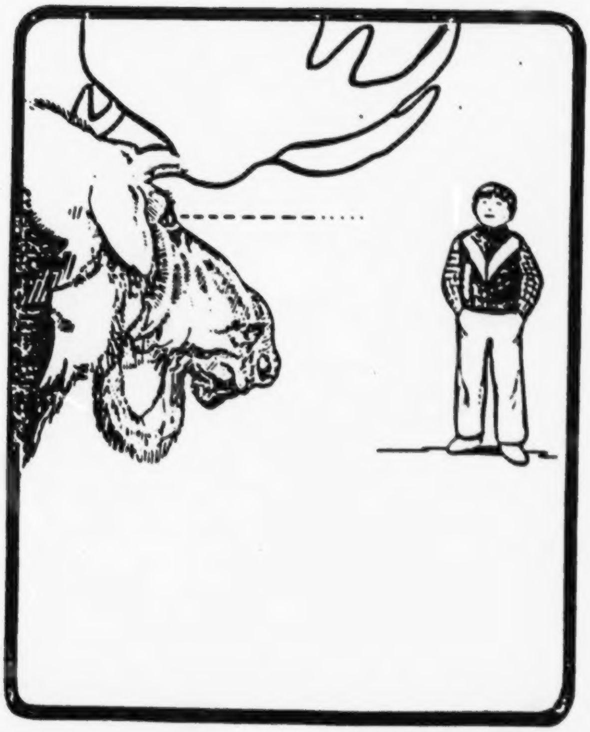
LESSON 28
Direct Object Prefixes

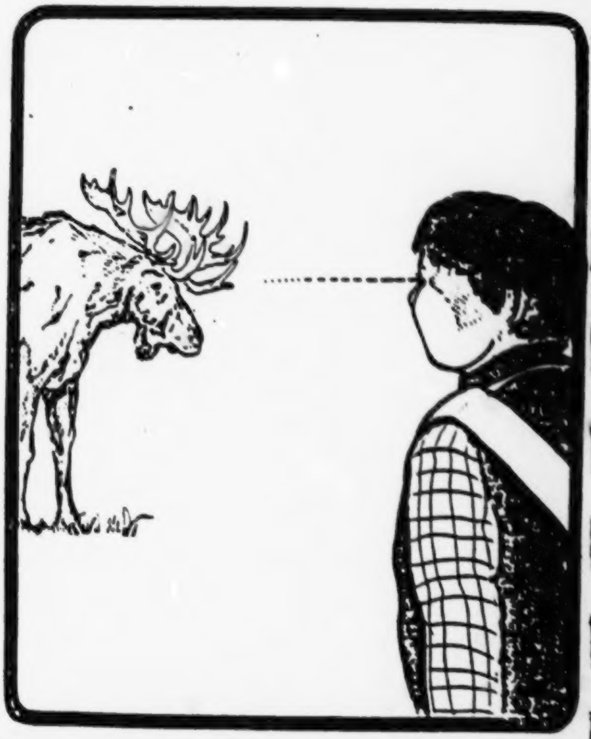
STORY I

Dineega
dinaaneeł'aanh.



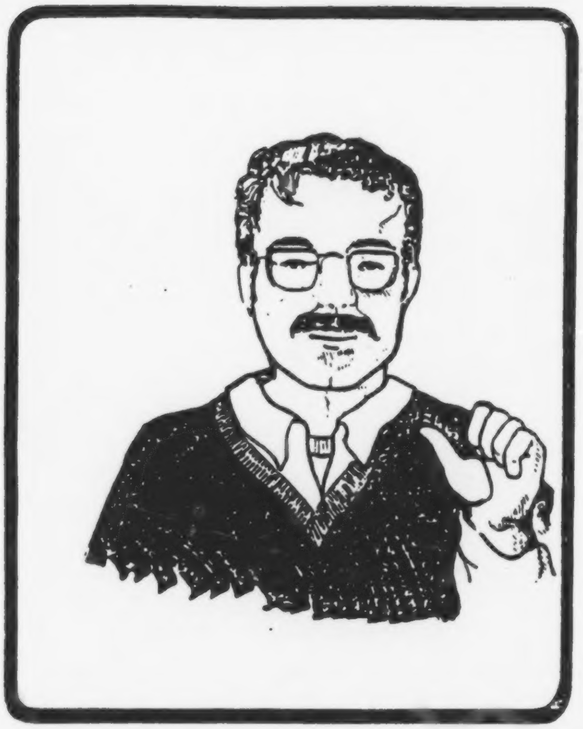
Go eesee dineega.



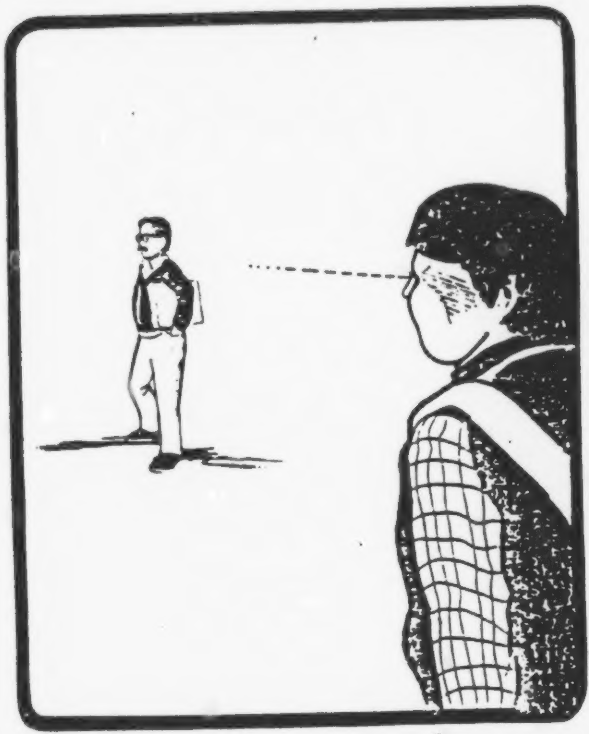


John neeł'aanh.

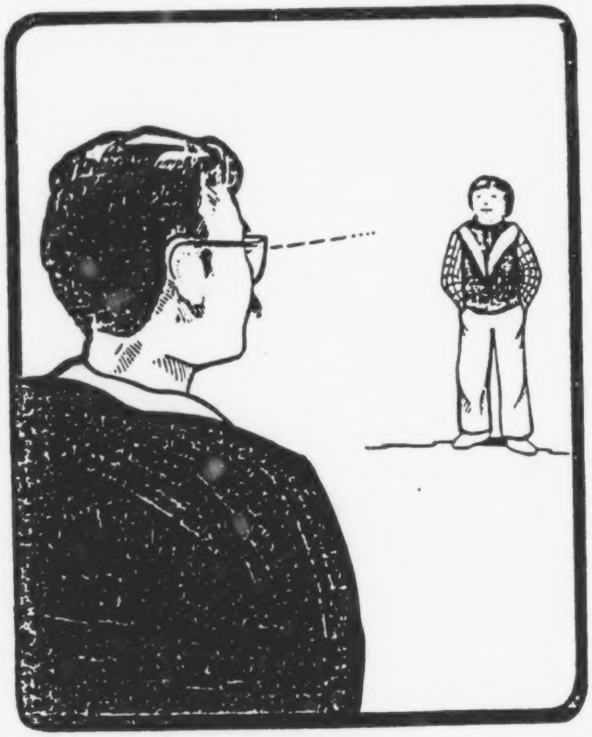
Kk'udaa John yineeł'aanh



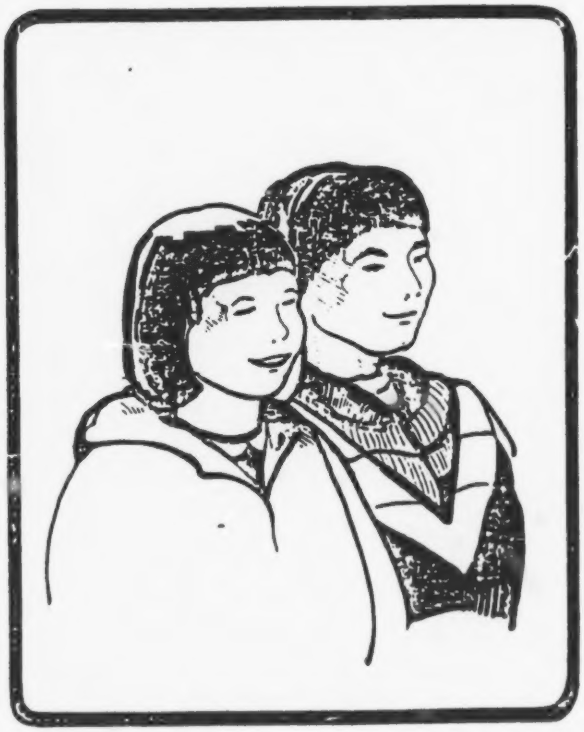
Go eesee see.



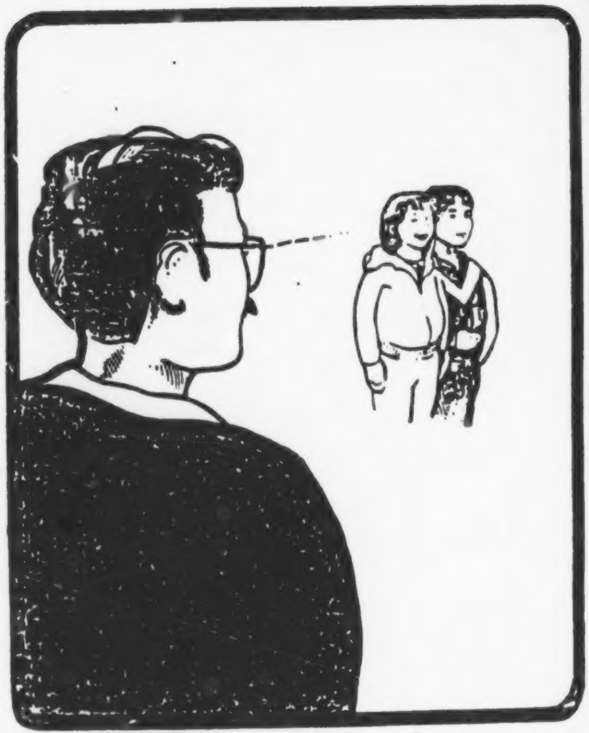
John sineeł'aanh.



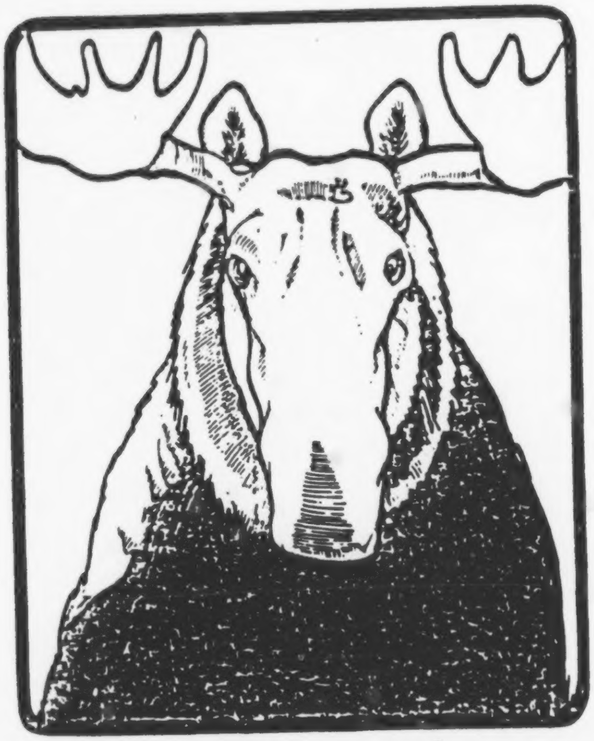
John nitł-'aanh.



Go eesee John yił Mary yił.



Habintł-'aanh.



Dineega nineeł'aanh.

Dineega yʉhneeł'aanh.

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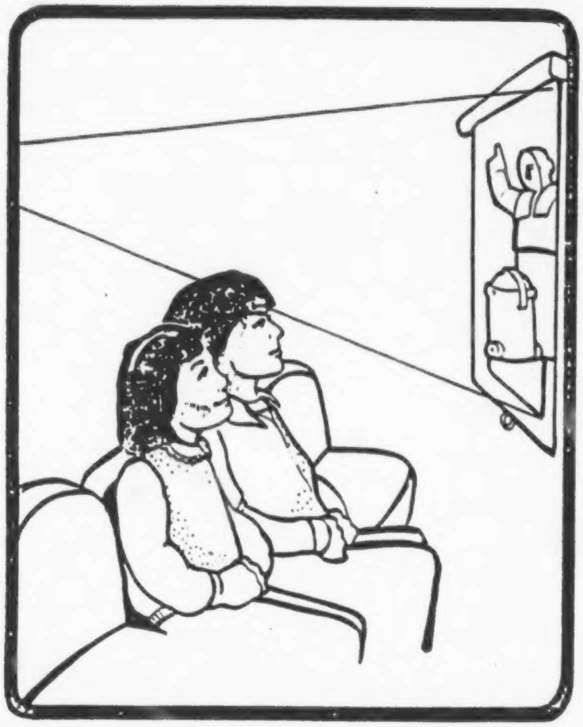
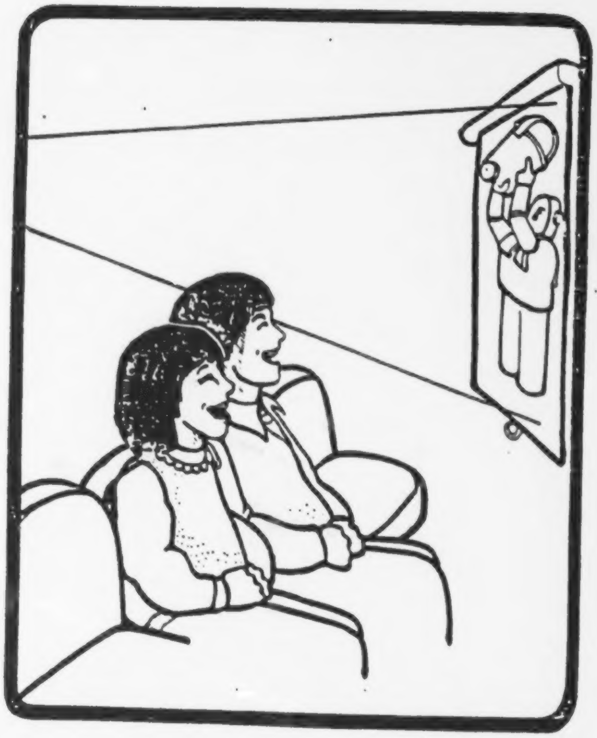
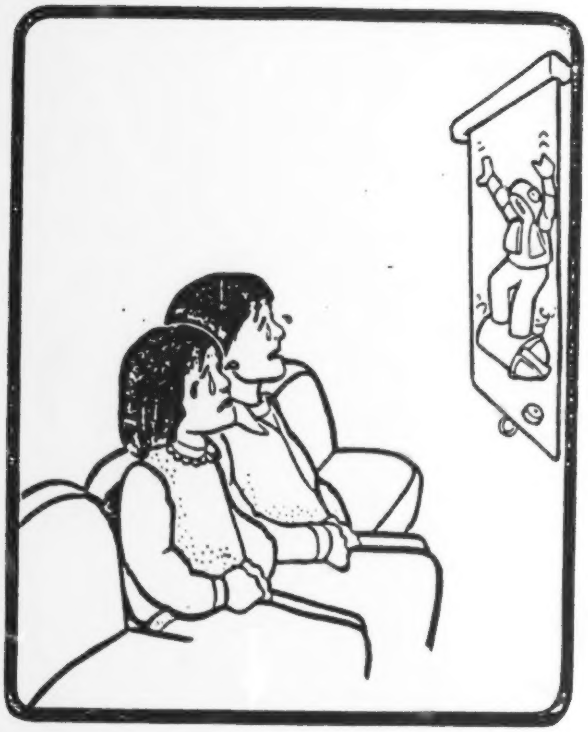
STORY II
K'iyeega' Haneeɨ'aanh
They are watching movies



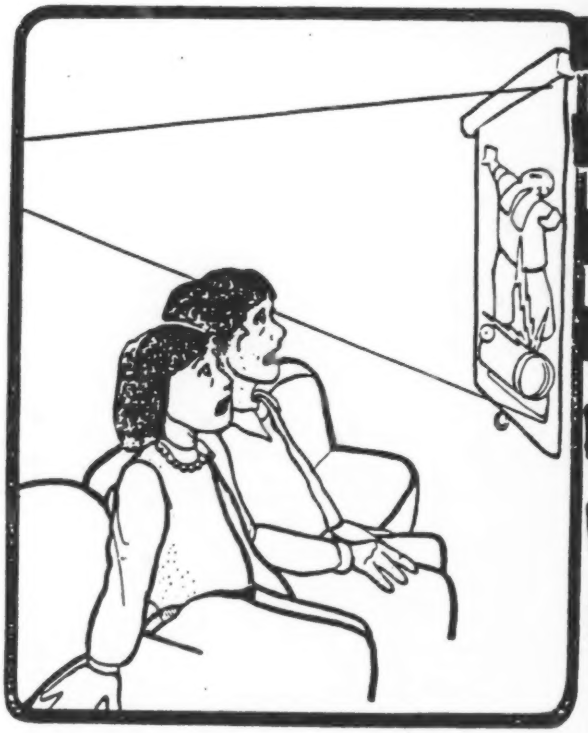
John yiɨ Mary yiɨ k'iyeega' haneeɨ'aanh.



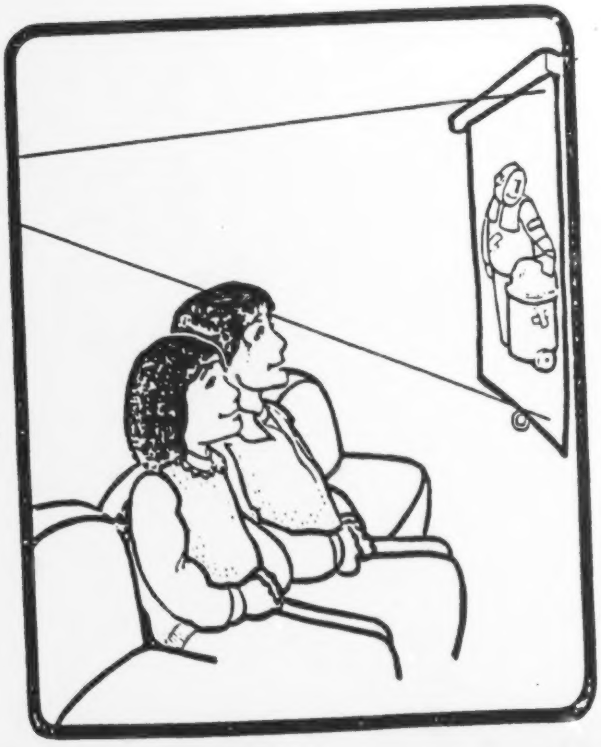
Nik'ahadlukk.



Kk'ʉdaa hatsah.



Kk'ʉdaa hats'ooh.



Kk'ʉdaa sohadilts'eeyh.

EXERCISE

Translate the following sentences into Koyukon:

1. I am looking at him.
2. He is looking at me.
3. The moose is looking at us.
4. Is the moose looking at me?
5. I am looking at you guys.
6. Is the porcupine looking at you?
7. The beaver is looking at the moose.
8. Is John looking at me?
9. John is looking at Mary.

LESSON 29
Verbs of Drinking

The Koyukon language has two verbs which mean 'to drink.' One is is used with cold, non-alcoholic beverages, and the other is used with hot or alcoholic beverages. Below is the conjugation pattern for each verb:

too asinoonh	I am drinking water
too nidinoonh	you are drinking water
too adinoonh	he/she/it is drinking water
too ts'idinoonh	we are drinking water
too ʉhdinoonh	you guys are drinking water
too hadinoonh	they are drinking water

tsaay aszis	I am drinking tea
tsaay nizis	you are drinking tea
tsaay azis	he/she/it is drinking tea
tsaay ts'izis	we are drinking tea
tsaay ʉhzis	you guys are drinking tea
tsaay hazis	they are drinking tea

Both these verbs are transitive, that is they both take a direct object (too and tsaay in the examples above. Both may, in effect, be made into intransitive verbs by the addition of the prefix k'i-. With the verb -zis, however, if the k'i- is used, then it is understood to mean alcoholic beverages and not hot ones:

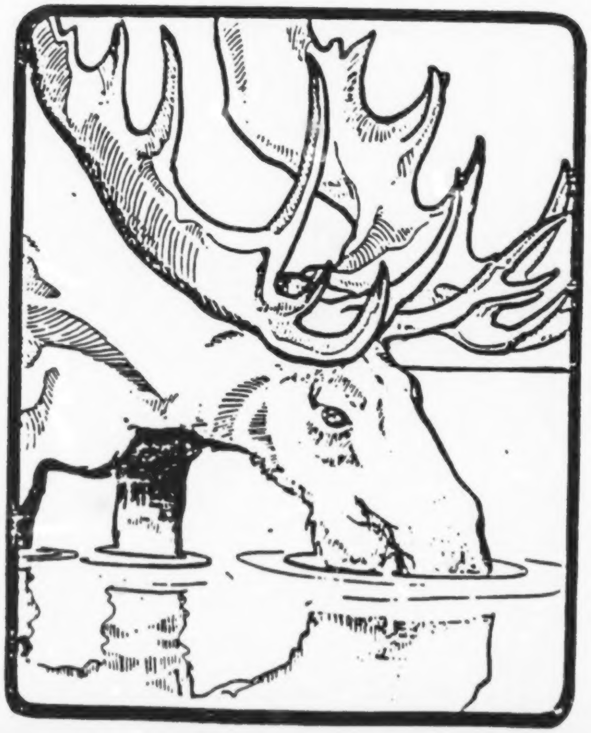
k'idinoonh	he/she/it is drinking (something cold)
k'izis	he/she is drinking (something alcoholic)

VOCABULARY

too	water
geega too'	juice
geega	berry
toł, tolił	broth, soup
dineeltuza	beer
tsaaya	tea
di + noonh	drink (something cold)
Ø + zis	drink (something hot or alcoholic)

EXERCISE

Answer the questions by each picture:

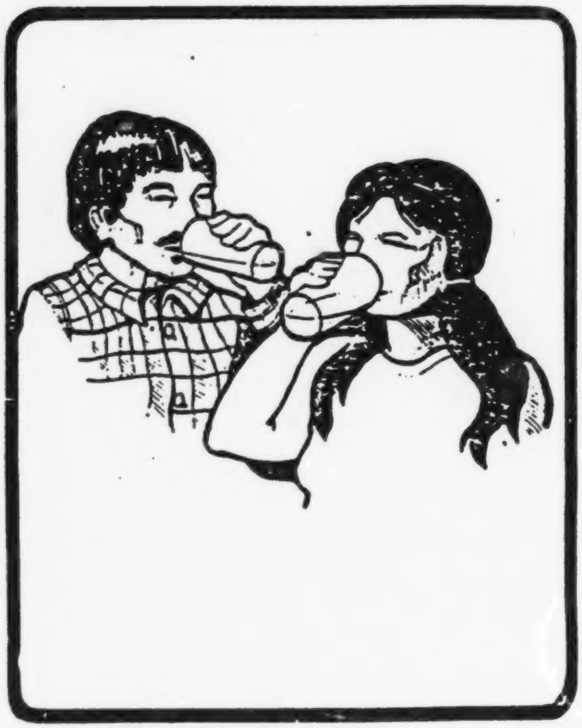


1. Dineega dot'aanh?

____

2. Dineega gin adinoonh?

____



3. Dinaa yiɫ soɫt'aanh yiɫ daahat'aanh?

____

4. Dibaa een k'idinoonh?

____

5. Gin hadinoonh?

____

6. Dinaa yiɫ soɫt'aanh yiɫ daahat'aanh?

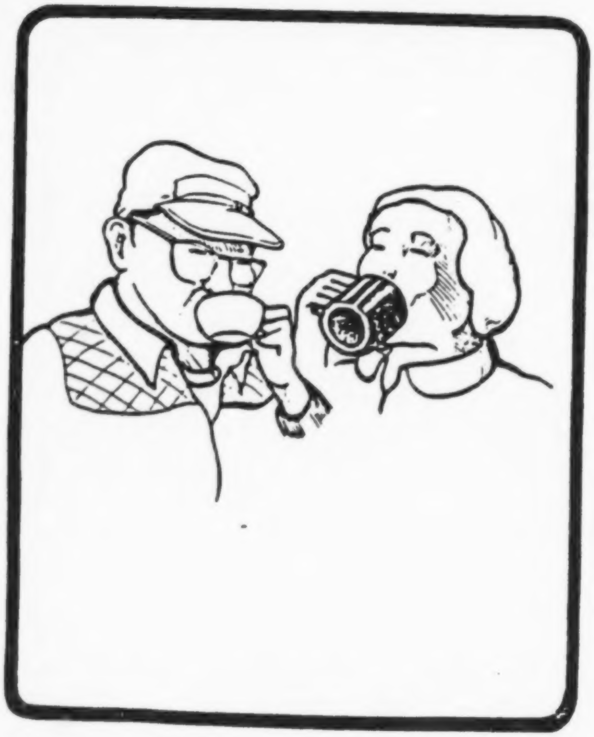
____

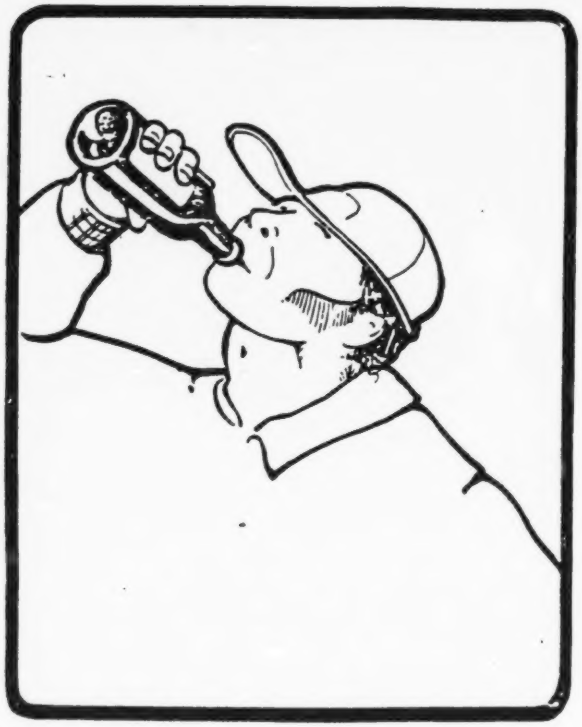
7. Dibaa een tsaay azis?

____

8. Gin hazis?

____





9. Dibaa dineeltuz azis?

____

10. Dinaa dot'aanh?

____

11. Gin azis?

____

LESSON 30
The Verb 'to work'

CONVERSATION

John: Dont'aanh? 'What are you doing?'

Mary: Kk'onsineeyh. 'I am working.'

John: Gin ghʉ kk'oneedineeyh. 'What are you working on?'

Mary: Taabeeł ghʉ kk'onsineeyh. 'I am working on a fishnet.'

Ninh doo' kk'oneedineeyee'? 'What about you, are you working?'

John: Oho', see koon kk'onsineeyh. 'Yes, I am working too.'

Hootł'iłts'a kk'onsineeyh. 'I am working hard.'

Mary: Dibaa koon kk'o'eedineeyh? 'Who else is working?'

John: Soda yił soogha yił kk'oheedineeyh.

'My older sister and older brother are working.'

Mary: Nidaanh kk'oheedineeyh? 'Where are they working?'

John: Tłeeteey kk'oheedineeyh. 'They are working outside.'

(Mary tłeeneeyo 'Mary went outside.')

Mary: Gin ghʉ kk'onʉhdineeyh? 'What are you guys working on?'

Boda & boogha: Kkun' ghʉ kk'ots'eedineeyh. 'We're working on wood.'

Mary: Eetaa' koon kkun' ghʉ kk'o'eedineeyh.

'Dad is working on wood too.'

PATTERN

Below is the conjugation for the verb 'to work:'

kk'onsineeyh	I am working

kk'oneedineeyh	you are working
kk'o'eedineeyh	he/she is working
kk'ots'eedineeyh	we are working
kk'onʉhdineeyh	you guys are working
kk'oheedineeyh	they are working

EXERCISE:

On the basis of the conversation above, answer the following questions:

1. Mary gin ghʉ kk'o'eedineeyh?
2. John koon kk'o'eedineeyee'?
3. John gin ghʉ kk'o'eedineeyh?
4. Dibaa een koon kk'o'eedineeyh?
5. Mary boda yił boogha yił gin ghʉ kk'oheedineeyh?
6. Mary bito' koon kk'o'eedineeyh?
7. Mary bito' gin ghʉ kk'o'eedineeyee'?

LESSON 31
The Verbs 'to make'

As you have seen by now, Koyukon does not have any way of making most nouns into plural (like the *s* in cat*s*). It does, however, sometimes distinguish between singular and plural (one and more than one) in the verb. Koyukon has two words corresponding to the English verb 'to make.' One is used if only one item is being made, the other is used when more than one item is being made. For example:

Hʉtł ałtsee.	'He is making a sled.'
Hʉtł aghonh.	'He is making sleds.'

Below is the conjugation pattern for each verb:

Hʉtł atłtsee.	'I am making a sled.'
Hʉtł niłtsee.	'You are making a sled.'
Hʉtł ałtsee.	'He/she is making a sled.'
Hʉtł ts'iłtsee.	'We are making a sled.'
Hʉtł ʉhłtsee.	'You guys are making a sled.'
Hʉtł hałtsee.	'They are making a sled.'
Gits asghonh.	'I am making mittens.'
Gits naghonh.	'You are making mittens.'
Gits aghonh.	'He/she is making mittens.'
Gits ts'aghonh.	'We are making mittens.'

Gits ʉhghonh.	'You guys are making mittens.'
Gits haghonh.	'They are making mittens.'

These verbs are, of course, transitive. Like the other transitive verbs presented so far, they may take the k'i- prefix:

K'iłtsee.	'He/she is making something.'
K'aghonh.	'He/she is making some things.'

CONVERSATION

John: Gin niłtsee? 'What are you making?'

Fred: Siloohga atłtsee. 'I am making a boat.'

John: See hałda hʉtł atłtsee. 'I am making a sled.'

Fred: Ditłikts'a k'ahałtsee. 'Everybody is making something.'

John: Oho', soda gits aghonh. 'Yes my older sister is making mittens,
soogha hałda yah hʉłtsee. and my older brother is building a house.'

Fred: Nidaanh noogha yah hʉłtsee. 'Where is your older brother building a house?'

John: Siyah hʉkk'al yah hʉłtsee. 'He's building a house next to my house.'

VOCABULARY

siloohga	boat
gits	mittens
hʉtł	sled
meendaaga, gits	mittens
ditłikts'a	everybody
object + ł + tsee	make singular object
object + ghonh	make plural objects

EXERCISE

Translate the following into English:

1. My father is making a house.
2. I am making mittens.
3. I am making something.
4. My younger brother is making something.
5. Are you making mittens?
6. What is she making?

Translate the following into Koyukon:

7. Gin ʉhłtsee?
8. Boogha siloohga aghonh.
9. Mary gits aghonh.
10. Siloohga ts'iłtsee.
11. Sitsoo gits aghonh.
12. Mary k'aghonh.
13. John yah hʉłtseehee'?

LESSON 32
The Verb 'to be happy'

PATTERN

Below is the conjugation pattern for the verb 'be happy:'

sodigits'eeyh	I am happy
sodeelts'eeyh	you are happy
sodilts'eeyh	he/she is happy
sozilts'eeyh	we are happy
sodʉhlits'eeyh	you guys are happy
sohadilts'eeyh	they are happy

CONVERSATION

John: Do'eent'aa? 'How are you?'

Mary: Aszoonh. 'I am fine.'

John: Doogh dzaanh tłeeteey dohoot'aa? 'What is the weather like today?'

Mary: Hʉdeezoonh! 'It is good!'

John: Sodeelts'eeyee'? 'Are you happy?'

Mary: Oho' sodigits'eeyh. 'Yes I am happy.'

Ninh doo', sodeelts'eeyee'? 'How about you, are you happy?'

John: Nideenh, astsah. 'No, I am crying.'

Mary: Kula! 'Poor thing!'

John: Yah ghasdo'. 'I stayed in the house.'

Mary: Tłeeteey ghasdo'. 'I stayed outside.'

John: Dibaa koon tłeeteey gheedo'? 'Who else stayed outside?'

Mary: Eenaa' tłeeteey gheedo'. 'Mom stayed outside.'

John: Sodilts'eeyee'? 'Is she happy?'

Mary: Oho', sodilts'eeyh. 'Yes, she is happy.'

Eenaa' yił sozilts'eeyh. 'Mom and I are happy.'

John: Oho', sodʉhlits'eeyh. 'Yes, you guys are happy.'

Dibaa koon sodilts'eeyh? 'Who else is happy?'

Mary: Saakkaay soohadil'oł ts'ʉh sohadilts'eeyh.

'The children are playing so they are happy.'

John: Sikitł'a koon soodil'oł. 'My little brother is playing too.'

VOCABULARY

do'eent'aa?	how are you?
aszoonh	I am fine
dibaa koonh	who else
ninh doo'	how about you
kula	poor (thing)
so # di + li + ts'eeyh	be happy
soodil'oł	he/she is playing
soohadil'oł	they are playing

EXERCISE

Answer the following the questions in Koyukon:

1. Mary sodeelts'eeyee'?

2. John sodeelts'eeyee'?

3. Dibaa koon sodilts'eeyh?

4. Saakkaay sohadilts'eeyee'?

5. Saakkaay dohat'aanh?

6. Nidaanh Mary gheedo'? or Mary nidaanh gheedo'?

7. Nidaanh John gheedo'?

8. Nidaanh Mary baanh gheedo'?

LESSON 33
Verbs of Motion

In Koyukon when you talk about coming or going, you need to specify with the verb how it is done--by boat, on foot, by airplane, etc. Two motion verbs which you will learn here are 'move on foot,' and 'move by boat' and by extension 'travel in an unspecified manner The past tense conjugation for 'to come' is given for each below:

niso	I came (by foot)
neenyo	you came (by foot)
neeyo	he/she/it came (by foot)
ts'inee'ots	we two came (by foot)
nʉh'ots	you two came (by foot)
hanee'ots	they two came (by foot)
ts'ineedaatł	we came (by foot)
nʉhdaatł	you guys came (by foot)
haneedaatł	they came (by foot)
neekkaanh	I came (by boat)
neenkkaanh	you came (by boat)
neekkaanh	he/she came (by boat)
ts'ineekkaanh	we came (by boat)
nʉhkkaanh	you guys came (by boat)
haneekkaanh	they came (by boat)

(Notice that different verbs are used for 'go (by foot)' depending on whether the subject is singular, dual, or plural.)

CONVERSATION

John: Sikitł'a siyah lido. 'My little brother is staying at my house.'

Fred: Nidaats'a haahaa neeyo. 'How did he come?'

John: Neekkaanh. 'He came by boat.'

Fred: Nidodon neekkaanh. 'When did he come?7

John: Kk'odona. 'Yesterday?'

Fred: Nododidaa' notodakkaał. 'When will he leave?'

John: Kk'odondaa'. 'Tomorrow.'

(Next day)

John: Sikitł'a kkalaa. 'My brother is gone.'

Fred: Nidaagh taalkkaanh? 'Where did he go?'

John: Fairbanks hʉts'a taalkkaanh. 'He went to Fairbanks.'

VOCABULARY

neekkaanh	he/she came by boat
neeyo	he/she came
notodakkaał	he/she will go by boat again, leave
nidaats'a	how
nidodona	when (in past)
nidodidaa'	when (in future)

EXERCISE

Answer the following questions in Koyukon:

1. Dibaa John yah lido?

2. Nidaats'a haahaa neeyo?

Translate the following sentences into Koyukon:

3. When did he come on foot?
4. When did you come by boat?
5. My father came by boat.
6. John will leave by boat.
7. Did your mother come?
8. Did you come by boat?
9. You guys came by foot yesterday.
10. John and Mary came by boat.

LESSON 34
Future Tense

All Koyukon verbs can be said in the future tense. This is done by using two prefixes ti- plus gha-. Below is the future conjugation for two verbs:

taaghastsah	I will cry
tagheetsah	you will cry
totsah	he/she/it will cry
ts'itotsah, sotsah	we will cry
tohtsah	you guys will cry
hatotsah	they will cry
hʉtł taaghatłtseeł	I will make a sled
hʉtł tagheełtseeł	you will make a sled
hʉtł tołtseeł	he/she will make a sled
hʉtł sołtseeł	we will make a sled
hʉtł tohłtseeł	you guys will make a sled
hʉtł hatołtseeł	they will make a sled

The prefix pattern for most verbs you have learned so far (not 'work' and 'play) is given below:

taaghas-/taaghatł-	'I will'
taghee-	'you will'
to-	'he/she/it will'
ts'ito-/so-	'we will'

toh-	'you guys will'
hato-	'they will'

EXERCISE

Remember that there are two different words corresponding to the English word 'when' nidodona and nidodidaa'. With this in mind, translate the following questions into Koyukon:

1. When did he come (by foot)?
2. When did you two come (by foot)?
3. When did they come (by boat)?
4. When did it rain?
5. When did it snow?
6. When will it snow?
7. When will you cry?
8. When will Mary make a boat?
9. When will she cook mush?
10. When will we drink tea?
11. When will he eat?

LESSON 35
Inceptives

The English language has three tenses: past , present, and future. Koyukon, on the other hand, has five: imperfective (= present), perfective (= past), future, inceptive, and optative. You have learned about the imperfective, perfective, and future already. You will learn about the inceptive in this lesson and the optative in the next. The inceptive is used to mean 'to havek started to,' or 'to start to.' This tense is formed by adding the prefixes ti- and li- to the verb. Together these prefixes are usually said as taal-. Below is the inceptive conjugation for the verb 'to eat:'

k'itaalson'	I am starting to eat
k'itaaleehon'	you are starting to eat
k'itaalhon'	he/she is starting to eat
k'isaalhon'	we are starting to eat
k'itaalʉhhon'	you guys are starting to eat
k'ahataalhon'	they are starting to eat

The prefix combinations for most of the verbs you have learned so far are given below:

taals-	I am starting to
taalee-	you are starting to
taal-	he/she/it is starting to

saal-	we are starting to
taalʉh-	you guys are starting to
hataal-	they are atarting to

Below are the first person singular (I) inceptive forms for some verbs you already know:

taalsdo'	I am starting to sit
taalsaa'	I am starting to stand
taalstaa'	I am starting to lie down
taalitłbaats	I am starting to boil it
taalitłt'aał	I am starting to fry/bake it
taalitłtseen'	I am starting to make it
taalsghonh	I am starting to make them
soditaalgits'eeyh	I am starting to be happy
sooditaalga'oł	i am starting to play

EXERCISE

Translate the following into Koyukon:

1. Is he starting to stand?
2. She is starting to cry.
3. It is starting to rain.
4. I am starting to boil it.
5. They are starting to sit.
6. Are you starting to make mittens?
7. He is starting to be happy

LESSON 36
The Optative

The last tense you will learn is the optative tense. It translates with the meaning 'should' and means that the speaker feels the action described by the verb should take place. It is marked by the prefix ghu- which sometimes appears as oo-. A verb may only be in one tense at a time. Below is the optative conjugation for the verb 'to make' in the phrase 'to make a sled:'

hʉtł ghutłtseeł	I should make a sled
hʉtł ghoołtseeł	you should make a sled
hʉtł ghułtseeł	he/she should make a sled
hʉtł ts'oołtseeł	we should make a sled
hʉtł oohłtseeł	you guys should make a sled
hʉtł hoołtseeł	they should make a sled

CONVERSATION

John: Gin ghutłtseeł. 'What should I make?'

Fred: Hʉtł ghoołtseeł. 'You should make a sled.'

John: Oho' hʉtł taaghatłtseeł. 'I will make a sled.'

Fred: Peter hałda dotot'eek? 'What is Peter going to do?'

John: Ghulaaa', go soo' siloohga ghułtseeł. 'I don't know, he should make a boat.'

Ninh hałda dotagheet'eek? 'And what will you do?'

Fred: Tseelgʉh nitaaghasoł. Ninh koon tseelgʉh naghoohoł daa'.

'I am going to church. You should go to church too.'

John: Oho', tseelgʉh nits'oo'os. 'Yes, let's go to church.'

EXERCISE

What tense are the following verbs in?:

1. Fairbanks hʉts'a taalyo.
2. Tseelgʉh naghoohoł.
3. Tołkon'.
4. Gheedo'.
5. Nilaan ghułt'aał.
6. Lido.
7. Keel atsah.
8. Sodigits'eeyh.
9. Gheehaa'.

Translate the following into Koyukon:

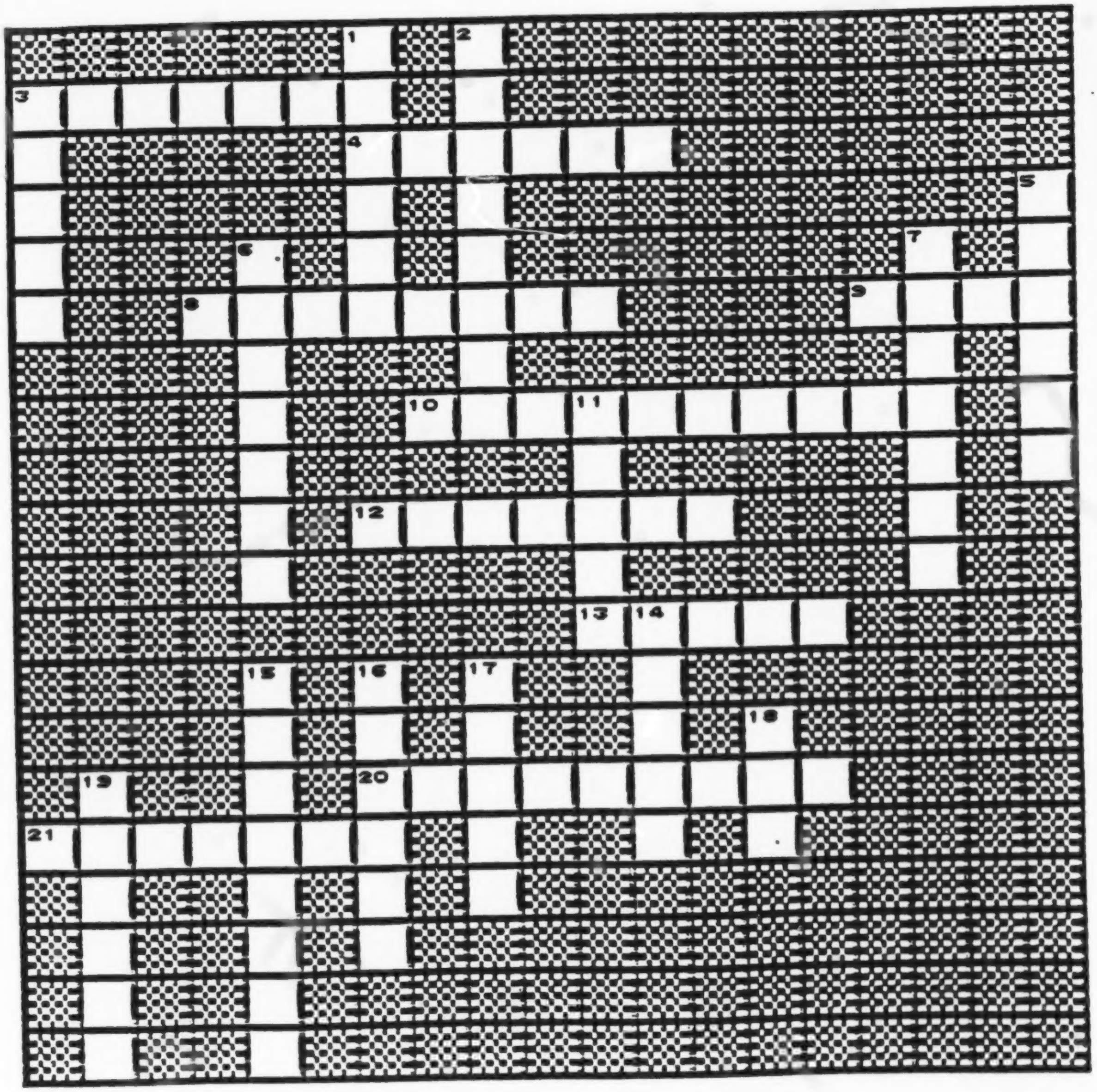
10. Let's go to the store.

11. You should cry.

12. You will cry.

13. Let's make a boat.

14. He should make a sled.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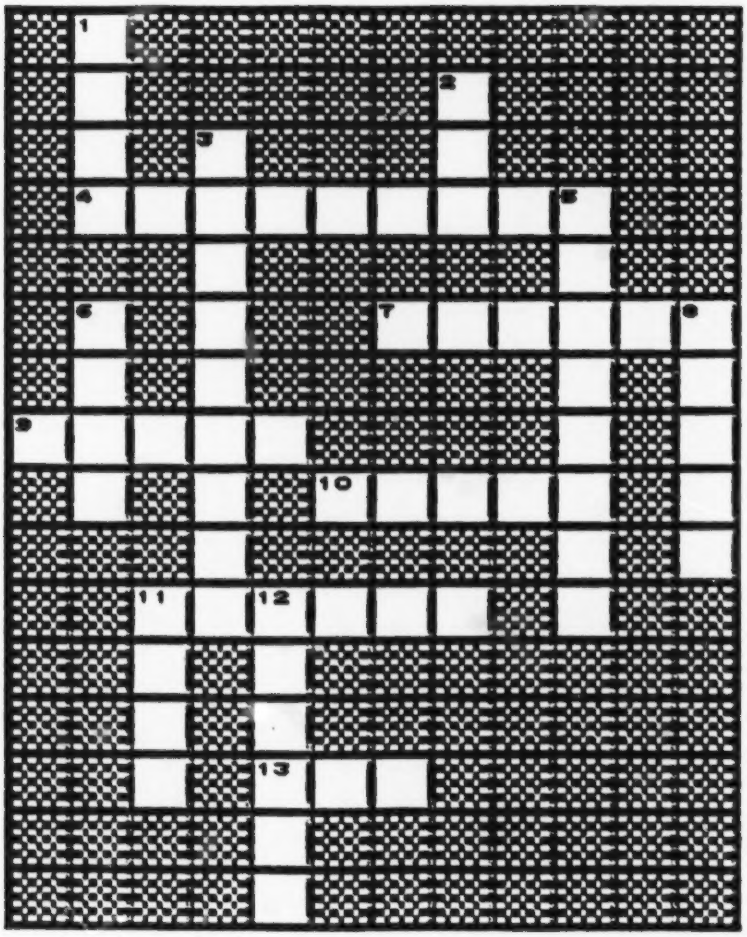
ACROSS CLUES

3. ANIMAL
4. CANE
8. HIS NOSE
9. MY HAND
10. MINK
12. PORCUPINE
13. MOM
20. CHILDREN
21. YOUR GRANDFATHER

DOWN CLUES

1. YOUR KNEE
2. BOOTS
3. CAT
5. HIS OLDER BROTHER
6. MOOSE
7. MEAT
11. WHERE
14. DAD
15. PORCUPINE
16. WHITE MAN
17. HIS MOTHER
18. SNOWSHOES
19. MY GRANDMOTHER



ACROSS CLUES

4. OYH
7. GGɄH
9. ŁEEK'OZA
10. DONAAN NITEEKK'EE
11. NOYA'A
13. DINAAYOO

DOWN CLUES

1. ŁEEKKAA
2. NITEEKK'EE
3. LIGIDZA
5. NEEŁYIŁ HOOŁDLAAN KKAA
6. DINK'EE
8. TOKK'EE
11. YAGGANH YOZA
12. GGAAGGA

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